THE JOURNAL OF EDUCATION

Volume 127 NOVEMBER, 1944 Number 8

Guidance and the "Whole Child"	JOHN LAMB McINTIRE
Those Student Nominations	M. N. TODD
Teachers College Reviews Its Past	BETTY PRATT
A Service of Worship Through Music	RUFUS A. WHEELER
High-School-Teach and Like It	LOUISE HILL
Try This Pepper Relish (A New Feature)	FRANK M. RICH
A Museum's "Do-Something" Club	RUTH V. WEIERHEISER
Converting School Critics	W. F. BOLEN
Organized Education and Military Training	W. C. McGINNIS
Latin-America in New England	RICHARD STOCKTON ULLERY

EDITORIALS, FEATURES AND THE NEWS DIGEST

35 Cents a Copy $2.75 a Year

NEW MACMILLAN BOOKS IN SPANISH LANGUAGE AND LATIN AMERICAN RELATIONS

ACQUIRING SPANISH
CAMPA AND OTHERS

A text for beginners with a new, remarkably simple approach. Through easy and interesting reading and vocabulary study, the first ten lessons, containing no grammar, introduce the student to Spanish as something with which he is already familiar.

LATIN AMERICA: Twenty Friendly Nations
CUTRIGHT AND CHARTERS

A new textbook for upper grades or junior high school covering the *history* and *geography* of Latin America. Designed to prepare students for a sympathetic, unprejudiced understanding of the Latin American peoples and countries.

A HISTORY OF LATIN AMERICA
INMAN AND CASTANEDA

A textbook for courses in Latin American Relations by two outstanding authorities. A timely study which emphasizes the close parallelism between the beginnings and growth of the Latin American countries and that of the United States.

THE MACMILLAN COMPANY

New York Boston Chicago Atlanta Dallas San Francisco

The Principal in the *Modern Elementary School*

• *New*

BY ROBERT HILL LANE

Author of

The Progressive Elementary School
$2.00

The Teacher in the Modern Elementary School
$2.60

THIS volume is an overview of the modern elementary school from the standpoint of the principal. It is based upon the concept that the principal performs two major functions: (a) management; (b) direction of learning. In the opening chapter the reader is introduced to the principal through a record of a typical day's work. This is followed by chapters dealing with management and the responsibility of the principal in his relation to the learning process. One richly illustrated chapter discusses the modern school building. The remaining chapters are concerned with evaluation. The book is the third volume in Robert Hill Lane's series on the modern elementary school in the United States, a series which is "must" reading for everyone interested in elementary school teaching and administration.

324 pages. Illustrated. $2.50

HOUGHTON MIFFLIN COMPANY Boston New York Chicago Dallas Atlanta San Francisco

The Journal of Education

VOLUME 127 | BOSTON, NOVEMBER, 1944 | NUMBER 8

ESTABLISHED 1875

ANSON W. BELDING, *Editor*

Staff Assistants
DOROTHY LEE
MARY CURRAN
VIVIENNE PERRIER

Advisory and Contributing Editors

LEWIS H. CHRISMAN, West Virginia Wesleyan College, Buckhannon

FRANK CODY, Detroit, Michigan

MILDRED SANDISON FENNER, Journal of the N.E.A.

BURTON P. FOWLER, Principal, Friends School, Germantown, Pa.

HARRY V. GILSON, Maine Commissioner of Education, Augusta.

ARTHUR L. GOULD, Superintendent of Schools, Boston

C. HERMAN GROSE, Superintendent of Schools, Erie, Pa.

HENRY W. HOLMES, Graduate School of Education, Harvard

VIERLING KERSEY, Superintendent of Schools, Los Angeles

BYRON C. KIRBY, Principal, Oliver School, South Bend, Indiana

WILLIAM C. McGINNIS, Supt. of Schools, Perth Amboy, N. J.

WORTH McCLURE, Superintendent of Schools, University City, Mo.

GARRY CLEVELAND MYERS, Editor, Lecturer, Child Psychologist, Boyd's Mills, Pa.

RANDALL R. PENHALE, Principal, High School, Iron River, Michigan

CARROLL R. REED, Assistant Superintendent of Schools, Washington, D. C.

AGNES SAMUELSON, Secretary, Iowa Teachers Association, Des Moines

PAYSON SMITH, University of Maine, Orono

WILLIS A. SUTTON, Executive Secretary, Georgia Education Association, Atlanta

EDGAR B. WESLEY
University of Minnesota, Minneapolis

CAROLINE S. WOODRUFF, Secretary, Vermont Education Association, Castleton, Vermont.

Business and Editorial Offices
SIX PARK STREET, BOSTON

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.75 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

Contents:

TEXTBOOK TOPICS AND REVIEWS 256
EDITORIALS 260
GUIDANCE AND THE "WHOLE CHILD" John Lamb McIntire 262
THOSE STUDENT NOMINATIONS M. N. Todd 264
TEACHERS COLLEGE REVIEWS ITS PAST Betty Pratt 265
A SERVICE OF WORSHIP THROUGH MUSIC Rufus A. Wheeler 266
HIGH-SCHOOL-TEACH AND LIKE IT Louise Hill 267
TRY THIS PEPPER RELISH Frank M. Rich 270
A MUSEUM'S "DO-SOMETHING" CLUB Ruth V. Weierheiser 272
CONVERTING SCHOOL CRITICS W. F. Bolen 274
ORGANIZED EDUCATION AND MILITARY TRAINING W. C. McGinnis 275
THANKSGIVING (A Poem) Grace Harland 275
LATIN-AMERICA IN NEW ENGLAND Richard Stockton Ullery 276
IT SEEMS TO ME Byron C. Kirby 279
I MAY BE RIGHT—I MAY BE WRONG William C. McGinnis 279
THE NEWS DIGEST 281
GRINS BETWEEN GRINDS 286

as we go to press . . .

Election fevers have quickly abated and the American people once more bury the proverbial hatchet and begin to work together regirding themselves for the two great tasks ahead: to end the war and to build the peace. It is really too bad that our political orators let go with such charges and counter charges as they do, which, if true, render either party unworthy of the power it seeks. Our allies show evidences of being pleased that we have kept Mr. Roosevelt in the White House, and they did well not to express their wishes while the campaign was in progress. . . . Here at home the self-appointed experts are busy explaining the "electorial" vote; Democrats pointing with pride to the score of four to one; Republicans stressing the closeness of the popular vote; and a few speculative minds wondering what ructions might have occurred if the popular vote had gone one way and the electoral vote the other. . . . Meanwhile the Japs stage a full-scale comeback on Leyte Island, showing they still have some boats and an extreme fondness for the Philippines. . . . In Europe, as in the Far East, there is always more to be done than meets the eye. Mr. Churchill's "six months" may run longer. We wish they would not predict. We wish they would not talk of "mopping up" until the main mess is cleared or the last company of soldiers has been rendered harmless. . . . But why stand like Leonidas at Thermopylae against your personal passage into the Journal? We apologize and hereby retire into the thicket.

▼

We are happy to bring you in this issue so much that has a direct bearing on school and classroom problems. The Journal serves a dual purpose at least: To keep you posted on education in general and on the first twelve grades in particular.

TEXTBOOK TOPICS AND REVIEWS

Brighter Outlook For Paper Supply

Germany's burning of the books under the fanatical Hitler now finds its curious counterpart in the fact that German and Italian prisoners of war in the United States are being used to aid in book production. This aid is rendered in the cutting of pulpwood for the manufacture of printing paper.

Other factors that have contributed to piling up reserves of wood at the country's pulp mills are the growing employment of mechanical cutting in the South, and reported increases of farm-cutting in response to government appeals. August reserves of cut wood were 23 per cent above those of a year ago, and seven per cent more than the average of the three years just previous.

While these residues cannot be converted into pulp for the paper industry any faster than mill capacity permits, and the mills are doing all they can at present, the outlook for paper supplies seems brighter than in recent months. When the war with Germany comes to an end, at least a moderate amount of pulp wood now taken by the government for maps, pamphlets, mimeographed reports and correspondence should become available for civilian use, and a similar increase for the general public may be expected from the reduced need for pulp in the making of explosives.

These facts, gathered by the S. D. Warren Paper Company, producers of high grade book paper, have caused that organization to be quite optimistic in its forecast of the paper situation for 1945.

It is significant that production quotas of paper for printing purposes were not reduced for the current quarter.

It has also been rumored in publishing circles that the quantities of paper available for textbooks is somewhat greater than it was during recent critical months. Government agencies are, perhaps, a bit more friendly to the school children than they were.

Louisiana Relaxes Grip on School Texts

NEW ORLEANS.—State control of the selection of basic textbooks for all Louisiana schools has been partially relaxed by legislative action, following vigorous efforts by public-spirited citizens having the interests of the school children at heart. Most outspoken against the state adoption law was the highly influential Young Men's Business Association with its upwards of 2000 members. This group, arguing that the existing system was fascistic and contrary to the principles of local autonomy recognized in more than half the state, presented its views to the legislature in the form of resolutions calling for complete removal of state control over textbook adoptions, an important point being the charge that many textbooks on the state list are obsolete in style and subject matter.

The Senate bill which the business association favored was defeated by a vote of 20 to 17. But the agitation resulted in releasing the city of New Orleans from textbook regulation by the State Board of Education, and in requiring that body to prepare a multiple list of recommended texts. Indications are that the battle will be continued until all parishes throughout the state are freed from centralized authority over the choice of study material. The power of the state board to adopt and require the use of any textbook by all the schools, to the exclusion of all other basic books, has been severely shaken.

Citizenship

The older texts in civics were long on describing our institutions and prescribed procedures but short on showing the learner where he should take hold and help to make democracy work. New texts in this subject vie with one another to render the subject real, alive and functional. A fine example of the modern approach is *Citizenship* by Johnson and Alexander. They write in a terse style, without any unseemly efforts to be chummy with the students. But they manage to interpret citizenship in personal terms and to indicate the nature of the tasks that confront every individual American if the common problems are to be solved—the problems of living peacefully and happily together as free men and women in a harmonious world order. It is a stimulating, not a preachy book. It does not leave its dynamic questions to the helps at the ends of chapters—though these are plentiful and good—but includes them in regular type as a built-in part of the general structure. The book is liberally supplied with photographic illustrations, charts and other needful apparatus. The work is meaty with truths and ideas every high school pupil in the United States ought to have in mind.

CITIZENSHIP by Stanley Johnson and William Alexander. Ginn & Company, Boston. $1.80

Farm and City

Typical of the best in illustrated reading material of an informative sort for very young readers, is *Farm and City*. Pictures are profuse and colorful, and have even sprung up among the printed titles in the table of contents. Sally and Ben and a puppy have a succession of experiences, told in simple language—experiences that begin in the country, take them to the city for a visit, and return them to the country. The time span is sufficient to include Summer, Fall, the Christmas season and then Spring. Whether you imagine yourself as Sally, Ben or the pup, you're having good fun, and learning, in case you didn't know, how things are done in different places.

FARM AND CITY by Lucy Sprague Mitchell and Margaret Wise Brown. D. C. Heath and Company, Boston. 88 cents.

The Art Museum Comes to the School

How can the vast educational resources of the modern art museum be brought within reach of young people? The answer to this question was recently sought through a three-year experiment financed by the General Education Board, and conducted

in five cities; namely, Buffalo, Cleveland, Chicago, Milwaukee and New York. A summary of what was learned from these studies is now available in a smallish volume called *The Art Museum Comes to the School.* The experiment seems to have shown that cooperation between the museum and the high school is possible—given the needful financial aid—and that the results can be highly beneficial to the students in deepening their insight into certain subjects and broadening their culture in general. The problem still remains of finding a means of support for continued application of the idea, not only in the five cities named above but in many other places as well. Perhaps the book that tells of the experiments will encourage individuals here and there to make forward moves along similar lines, to the betterment of education in their respective communities.

THE ART MUSEUM COMES TO THE SCHOOL by Lydia Powell and Thomas Munro. Harper & Bros., New York. $2.00

Plays As Experience

More than a dozen one-act plays comprise the volume *Plays As Experience,* compiled by two high school teachers. The selections are from well known authors and each has been included for some good pedagogical reason. The plan of the book is, first, to explain and illustrate the techniques of reading plays of different types. Comedy, melodrama, farce, folk play, tragedy and fantasy are given in turn. Next comes a succession of plays having value for the special phases of life experience they depict; problems of concern to young people. There are chapters on play reading and play writing. Thus the work is more than an anthology. It aims to develop an appreciation of the drama through clearing the path of obstacles and introducing enjoyable examples. There is the concurrent purpose of broadening and maturing the student through the situations, characters and movements he encounters. It impresses us as an interesting project well carried out.

PLAYS AS EXPERIENCE by Irwin A. Zachar and Rodney A. Kimball. Odyssey Press, New York. $1.40

Dearth of Texts In Chinese Literature

Textbooks to meet the classroom demands of advanced students in Chinese at American colleges and universities are too few, it is reported by the Columbia University Press. To aid the study of Chinese, in which an unprecedented number of American students is now enrolled, the Press has just issued two new texts entitled "Readings in Modern Chinese" and "Readings in Traditional Chinese."

The editor is Chi-Chen Wang, who explains that he has included "only material which the Chinese themselves consider good and significant writing or memorable sayings." The total amount of reading matter provided by existing texts is very small, he points out, and fails to develop a sufficient degree of familiarity with the context of the language.

Mastering Good English

Textbooks in technical English take in considerably more territory than they once did. No longer are they mere collections of cut-and-dried rules. This is illustrated by the fact that Book Three of "A Modern English Course" by Dr. Canby and his associates has for its main point of emphasis the leading of the student to acquire the habit of logical thinking as opposed to the habit of being swayed by emotional appeal. The introductory chapter, entitled "Problems of Thinking," involves applying the laws of thought to concrete issues. Although logic is not the easiest subject in the world, this material is presented in such a way that it should be entirely intelligible to the third year high school student for whom it is intended.

The stressing of intelligent thinking is not confined to one chapter; all through the book it is given primary emphasis. This, however, does not mean that the other subjects which one would expect to find in a high school text are neglected. There is nothing lacking which we would have reason to expect in such a book. Chapter II, which deals with "Words to Aid Effective Thinking" is a fine piece of work, which should be read by every teacher of English. The chapter on "The Radio and the Motion Picture" is an example of the way that the entire book ties up with contemporary life.

MASTERING GOOD ENGLISH by Henry Seidel Canby, John Baker Opdyke, Margaret Gillum, and Oliver I. Carter. The Macmillan Company, New York. $1.68

The Principal in the Modern Elementary School

A Los Angeles schoolman, Mr. Lane, comes to the rescue of perplexed school principals with one of the neatest manuals of shop talk that has crossed our desk for many months. *The Principal in the Modern Elementary School* is its gold-lettered title and the book is not too fat or formidable in appearance, is amply illustrated with photographic plates, and makes surprisingly good reading for a book dealing with professional techniques. The author sees a principal's job as consisting of two main parts: managerial and instructional. He has several chapters on each of these major aspects of the subject. Toward the end a chapter on "The Principal as a Civilized Adult" rounds out the discussion with a very human touch. We should judge that Mr. Lane is progressive with a small "p" rather than a capital letter. He stresses the need for keeping history and geography distinct, noting that the trend is now toward great respect for these studies as supporting pillars of all social science. Again in social arithmetic, he would discard problems that represent no real situation encountered by the pupil. He is opposed to such lowering of standards as would allow each child to be advanced without regard to his or her attainments. He thinks the development of pupils having superior ability ought never to be neglected in favor of a program of mediocrity and downward leveling for all. In a word, he counsels the principal to keep his eye on the goal of bringing each pupil at the end of the sixth grade to the mastery of certain skills, to a knowledge of significant facts, and to the possession of the attributes of good citizenship in the home, the school and the community. He raises no objection to a little enthusiastic playing with units of study along the way, since these may help. But he warns frequently against wandering

among the wild flowers when definite ends are lost to view.

THE PRINCIPAL IN THE MODERN ELEMENTARY SCHOOL by Robert H. Lane. Houghton Mifflin Company, Boston. $2.50

A Basic History of The United States

Those eminent partners in the study and writing of history, Charles and Mary Beard, crown their fifty years as chroniclers by presenting *A Basic History of the United States*. Its publishers have reversed the customary procedure by putting it out in an inexpensive edition first, which has been followed by other editions with illustrations at a higher price. It is not a textbook for school use but a volume aimed at mature readers who wish to know the course and meaning of all that has been unfolded in this nation since the coming of the white man. The reader finds the story fascinating. The treatment is interpretive, placing more emphasis upon the significance of events and the tracing of trends than upon events for their own sake or as adding to a list of dates one should remember. A characteristic chapter tells how the idea of a national democracy grew from a time when voting and office holding were the prerogatives of property owners only—a time when even Thomas Jefferson shunned the words democracy and democrat — until our own day with its suffrage and governmental positions open to both men and women without regard to property or, on paper at least, to creed or color. The book is a highly important contribution to the understanding of our country. It fully deserves wide circulation both here and beyond our borders.

A BASIC HISTORY OF THE UNITED STATES by Charles and Mary Beard. New Home Library, New York. 69 cents

Educational Inbreeding

Although the title *Educational Inbreeding* suggests a frequently condemned practice of colleges and universities, the book thus inscribed deals only with the problem as it occurs in public schools below college level. Upwards of 300 superintendents and 1380 teachers supplied most of the data for what is described as the first intensive inquiry into the extent and effects of discrimination in favor of local applicants for teaching positions in these schools supported by the people. The ratio of local teachers was found, in most of the places studied, not to run much over forty per cent. The larger the city the more it drew from its own residents to fill school vacancies; a fact somewhat paralleled by the potentially greater supply and diversity of qualified persons in these more populous centers. In general, the professional standards of the two groups, local and non-local, did not differ so widely as one would expect; the non-local teachers, however, showing up a little better in some items of professional improvement in service such as summer school study and travel. The writers naturally deplore the tendency in many cities toward hiring teachers because of local residence or for so-called political reasons. They recommend the selection of teachers on their merits and without demanding that they be local residents, unmarried, or otherwise restricted so as to substitute false standards for those that should be applied for the good of the schools. The report should prove useful to school boards and administrative officers in the shaping of sound policies. One of the findings, already obvious, was that the choosing of teacher personnel should be in the hands of the professional experts rather than those of the school board or its individual members. A point in favor of the local candidate was the absence of any need for adjustment to community mores.

EDUCATIONAL INBREEDING by Harold E. Snyder. Bureau of Publications, Teachers College, Columbia University. $2.35

Do Your Textbook Shopping Early

Did you love us in September as you might if you'd ordered in May, June, or July? Well, you've no idea how hard we tried to make it come out that way. Old-timers worked days and nights, Sundays and holidays, to get August and September orders out. Even new people pitched right in and did their little inexperienced bests. But with transportation, printers, and binders all slowed up, orders slogged up. (They do every fall, regardless.) Frantic telegrams would sail in from folks who were sick and tired of waiting for their books; Superintendent Jones phoned, raised Ned because where were my books, ordered them days ago. . . . Believe us, we're mighty grateful for every order, large or small, early or later. Our only regret is that we could have done so much better by hundreds of Superintendent Joneses if they'd only ordered early. Next year, maybe they will.—*From Scott Foresman's "School Briefs."*

Young Neighbors In South America

Many a visitor to South America has returned with less understanding of its various lands and peoples than might be gained from reading one good book—as, for example, *Young Neighbors in South America* by a trio of qualified authors. It is neither a history nor a geography, nor yet a guidebook. Rather it is a galaxy of stories each bringing vividly before the reader the customs and backgrounds of a particular country. Peru, Ecuador, Bolivia, Chili and the nations across the Andes from them are all thrown upon the screen of the mind through words and pictures. Only the Guianas are omitted. Each story contains two or three chapters, so that interest is held long enough to reduce the danger of blurred images. Much of the material has been expressly written for this volume. Some is translated from the work of native writers. A number of songs have been borrowed together with their characteristically lively music. The book should make for pleasure, enrichment and inter-American friendship when read by pupils from about the fifth grade up.

YOUNG NEIGHBORS IN SOUTH AMERICA by Irving Robert Melbo, Madeline Miedema, and Stella May Carlson. The Silver Burdett Company, New York. $1.60

From pictures flashed on a screen one learns at a glance or not at all. From books one may learn and learn how to learn.

Announcing

THE RESULTS OF THE
GALLUP NATIONWIDE SURVEY
OF
TEACHERS, P. T. A. OFFICERS, AND PARENTS

7 Out of 10 Prefer The Reader's Digest

to any other general magazine used in classes in English in high schools throughout the country

THE nationwide survey conducted by Dr. Gallup and his organization among thousands of teachers, P.T.A. officers, and parents has just been completed.

Seven out of every ten (an average of 70.3% of persons in the three groups) selected *The Reader's Digest* as their preference, from a group of general magazines most widely used in high school classes in English. The next magazine selected was chosen by 10% of those interviewed—a seven-to-one preference for *The Reader's Digest*.

Also "Best for American Citizenship"

Another question asked in this impartial Gallup Survey was: "Which one of these magazines do you think serves best in helping high school boys and girls *to become better American citizens?*"

TEN magazines were listed. All are regularly distributed to high school students. *The Reader's Digest* again easily won first preference—by a percentage so large that it exceeded the *total* vote for all three of the magazines which were next highest in the voting! In fact, the preference for *The Reader's Digest* was about 2½ times that shown for Magazine "B," almost 5 times that for Magazine "C" and for Magazine "D."

850,000 Copies—In 70,000 Classrooms

To those in charge of 70,000 classrooms throughout the country it is not necessary to announce this unbiased substantiation of their own good judgment. For them *The Reader's Digest*, and the supplementary educational material that goes with it, including the special 16-page insert of reading and vocabulary exercises, provide a highly important and useful service which they can obtain from no other magazine.

The Reader's Digest looks forward to the time when it will be possible for an even greater number of teachers and students to know and to use it—in their classes in English, the Social Sciences, and in helping to build better American citizens for the important years ahead. But these plans must rest until paper is again available to permit acceptance of new orders.

105% GREATER IMPROVEMENT IN READING
92% GREATER INCREASE IN VOCABULARY

In a scientifically-supervised program 10,636 students were tested.

One half of these students used *The Reader's Digest*. The other half did not. Those who *did* use it improved 105% in General Reading Ability and 92% in Vocabulary—*over and above* the improvement of those who followed ordinary study methods.

The testing program was conducted by Dr. Herbert A. Landry, member of the Bureau of Reference, Research and Statistics of the Board of Education, New York City.

EDUCATIONAL DEPARTMENT
The Reader's Digest
353 Fourth Avenue, New York 10, N. Y.

Editorials

An Educational Upswing

When the amazing record of America's war effort, both at home and in the battle zones abroad, is finally written, much credit will necessarily be accorded to education.

A study made by the U. S. Office of Education from a cross section of our enlisted men's enrolment papers, reveals the fact that the average American in uniform in the present war has had four years more of formal schooling than his predecessor of World War One. This is indicated in two ways. First, the educational median which stood at the completion of sixth grade in the last war now stands at the completion of tenth grade or two years of high school. Viewed in the second way, we have as many college graduates in this war as we had high school graduates in the previous war. The percentages are 3.6 and 3.5 respectively.

Since the men in our armed services are fairly representative of the population of similar age groups in general, we may safely assume that an educational advance of something like four years has been made within a quarter century by the younger citizenry of the United States.

This is an encouraging fact and a vast stride forward.

It is full of promise both for war and for peace. It means greater industrial capacity. It spells a demand for higher standards of living. It means a better qualified electorate—serving notice on politicians that more people can be less easily fooled than formerly.

Guard Well This Freedom

The mere fact that something is guaranteed to citizens in the Constitution of the United States does not insure this something automatically. Consider freedom of the press, which heads the list of items in our Bill of Rights. This freedom can often be abridged by persons possessing special power or influence in the choice of what to print or what to keep from being circulated after printing. Groups or individuals in many localities request or even order librarians to hide books dealing with certain controversial issues. Schools in many states are held to the use of texts designated by a single central committee that is not always concerned chiefly with the growth of open minds. Official censors in certain communities dictate rather arbitrarily what may or may not be sold in bookshops.

Whether we admire what we see in print or hear over the air, we should allow for a very wide range of statement and of mental attitude before trying to clamp down on freedom of expression at any point where we might conceivably do so. Abolition of a free press or a free radio is the first action sought by a government intending to blindfold and hoodwink its people. Better a free press that is half wrong than a shackled press that can not be trusted in any particular.

Two Musts for Peace

Any one who has observed the behavior of American citizens in a town meeting must have sensed their great reluctance to delegate full authority to any individual or committee. Jealous guardianship of the right to decide important issues is a democratic tradition not easily laid aside. And this tradition, here in the United States, has been built up in recent years by the growth of referenda or so-called plebiscites, invariably favored by vote-seeking politicians who proclaim their confidence in the people.

How ill prepared we Americans are, on this account, to vest in a single individual, representing this nation on a United Nations council, authority to decide our participation in the release of armed force against a suspected or self-evident aggressor! Yet not only must we enable swift and effective action to be taken in such circumstances—we must prepare in advance for such a course through give-and-take agreements with the other nations. For the setting up of durable peace machinery is a number one imperative. The robot bomb has proved that any nation on the face of the globe can be attacked within a few hours or minutes after the opening of hostilities. Even before the advent of the robot, Pearl

Harbor had established the same fact with tragic suddenness.

Congress will eventually determine how far and to what person or persons it will relinquish a portion of its war-or-peace responsibility for use in an emergency. In all probability our member of the United Nations council will be required to act in consultation with our President or a special commission to be organized in Washington. There will be restrictions designed to prevent full-scale commitment of the United States to a major conflict by one or two leaders. Details must and will be worked out.

But there is something else of at least equal importance: namely, the maintenance of a complete system of information as to military preparations and equipment of every country. The peace-loving nations must never again be caught in ignorance or indifference. It took Germany and Japan only a few weeks to seize territory which has not been recaptured in months and years of most costly fighting.

Organized vigilance will be worth more to the world of tomorrow than a hair-trigger device in the hands of the supreme council, needful as this will also be.

Is Latin Doomed?

What with war stressing science, mathematics, technology and every modern language; with typewriter educationists proclaiming in the press their disdain of Latin, it might easily appear to onlookers as though this traditional favorite of scholarly students were headed for the same doorway through which Greek went out. This need not be the case. Some of the circumstances that divert from Latin at this time are temporary. However there will always be a feeling on the part of many who set high value on what is current and directly serviceable that Latin is a waste of time. For a great many young people this is probably the truth. But for those who lean toward books and literature, those who expect to enter a profession or do advanced study of any sort, Latin still holds considerable worth. Whether it is to be swept aside will depend in large part upon how its merits are presented by its friends and, still more, perhaps, upon how intelligently it is taught. The content of a high school course in Latin should be selected for its inherent literary interest, its relation to modern situations and ideas, rather than by the old quantitative standard: four books of this, six books of that, with nothing skipped. The language is ancient, but the viewpoint of the teacher must be modern. Cicero, for example, does not have to be painted with wings and a halo. He can be admired for his ability to persuade people to his way of thinking. He furnishes a wonderful opportunity for the study of argument. Such study and analysis should help young Americans to see through the false reasoning of political speakers. It should aid them as listeners more than as prospective orators themselves. It should give their minds much to grow on. It should develop their mastery of the English sentence and their precise use and understanding of English words. Mental growth is closely related to vocabulary. One of the most ardent advocates of Latin that we know is a teacher of chemistry. She declares that her pupils who have studied Latin are able to grasp what they read in their science texts far better than those not so equipped.

The Latin of the secondary school will be all the Latin ever read by many of the pupils. It should give a much wider variety and sampling of authors than was the custom when it was chiefly thought of as a preparation for further study of the same language and literature in college.

Latin teaching should pull out of its rut in schools where this has not yet happened.

Headline Barometer

Millions of Americans, we are told, never read anything beyond their daily newspaper. This might not be too serious an indictment if all those millions were in the habit of reading newspapers of the better sort, and reading with discrimination the more significant and informative articles—not merely the so-called comics, the sports pages and the items of morbid interest. As for the news that is making history, many persons read only the headlines.

Writing headlines to give the principal news at a glance is a task that calls for brains and effort of rather a high order. If some one were to figure out the number of man-hours going into this one editorial operation on all the newspapers of the United States, the total would be impressive. If any student or adult wants a bit of strenuous mental exercise, let him try to write his own headlines for one or two items he has read—counting the letters to make the words fit into a standard pattern of type size and width of column; bringing out the very kernel of the story in a fashion not to sound dull or flat.

Of course if one wanted to keep posted at a very minimum of effort, the general trend of the global war could be learned by reading only the first word or two of each main headline. Thus for a distressingly long time after the war broke out, most of the main heads began with "Hitler," "Nazis," "Axis," "Japs" or even "Duce." Those were the people who were going places. Would the day ever come when the major news heads would begin with words like "Allies," "British," "Yanks," "Planes"—meaning our planes, and "Reds," a name we were destined to greet with pleasure? The day did come and we believe its forecast of victory to be quite reliable. The evidence of the headlines piles up unmistakably.

GUIDANCE AND THE "WHOLE CHILD"

JOHN LAMB McINTIRE
George School
Bucks County, Pennsylvania

THERE are three statements we educators are fond of repeating, and we make them with the utmost of sincerity and honest goodwill. Yet, however valuable they may be, no teacher-counsellor should ever repeat them without also repeating the three vital questions they implicate.

We say that "learning involves the whole child." But how often are teachers fully acquainted with the "whole children" under their care? We say that the only true measure of learning is a discernible change in behavior. But how often are teachers honestly able to judge the real life behavior of these youngsters they presume to advise? We agree that the goal of education is to "foster the superior adjustment of the changing individual to his changing environment." Yet how many teachers are familiar at first hand with either one of these factors outside the artificial, unreal world of the class-room?

▼

As a professional counsellor, both through schools and in private practice, the writer has found that children are referred for consultation and treatment, again and again, when the schools have either failed or refused to give any consideration whatever to the five areas from which problems most often arise. Community status, home situations, physical handicaps, personal growth status and maturity, and psychic or physical shock—all have been ignored in the handling and disciplining of individual youngsters.

Yet we all know that a persisting problem in any one of these five areas may lead to school failure, delinquency, and anti-social behavior. We must learn one thing more: that "home-room teachers" and "guidance officers" who are not professionally informed for the recognition of such factors, or who fail to take them into account in their dealings with children, may be a source of incalculable injury, rather than good.

For just as the best psychiatrist is powerless to assist a patient unless he knows the patient's patterns of thinking and personality, so the teacher-counsellor is powerless to aid a youngster "in trouble" unless he knows the basic patterns of that "whole youngster's" life and experience.

One apparent reason for this failure to consider the "whole child" lies in the type of pupil-teacher relationship which increasing enrollment has brought to our schools. For effective counselling, like effective teaching, demands a much closer personal contact than one can develop in the class-room or the discipline office. And it demands a far more comprehensive understanding of childhood than either text-books or lectures can give us.

Contrary to the opinion of those who seek an "easy way out," the solution does not lie in home visiting or in P.T.A. "follow-ups." Even when such visits are carried out under the optimal conditions of frequent, unanticipated, friendly calls, they are usually hampered by the same artificialities and desire to make good impressions which limit contacts in the class-room. Unquestionably, they have a place in the program of every teacher and counsellor, and an important one, but they are not enough in themselves to ensure adequate knowledge of the "whole child" or to secure either juvenile or parental confidence in the counsellor.

Actually, the acquisition of such knowledge and confidence is by no means difficult, if the seeker is motivated by a genuine human and professional, personal interest in youth.

If the counsellor is working with a school which meets discipline problems by sentencing the offender to sit speechless and motionless for an hour "after school," or sets him to sweeping up the class-rooms and emptying dust-bins for the same hour, as many schools do —then he has one simple, effective method of contact at hand. He can end his school day at the same time "detention" is over, load up his car with the chronic offenders, and "give them a lift" to their homes. In a short time, he will discover a legion of real causes for misbehavior or school failure, and he will be in a position to "do something effective about it," thanks to the friendships he has formed with both pupils and parents in the most natural way in the world. Many of the writer's "late riders" have continued to keep in touch with him right on into young-adult life, a period whose advisory needs are too often ignored, and are helping today to extend more effective advising and rehabilitation to younger siblings in the community.

▼

Other effective means for establishing really worth-while contacts have included the following: spending an hour or two every evening in the "juke joints" which our supposedly "bad" boys and girls were frequenting; taking a car-load of youngsters back to the "swimming hole" on hot summer afternoons, or after school hours in the late spring; playing guard on the Slovak basketball team while they "ran off" a series of contests with the Poles and Italians; or-

ganizing and participating in other informal recreational programs; dividing every Sunday between early mass at the Italian church, late mass with the Greek Orthodox, afternoon Novenas with the Czechs and Hungarians, and informal discussion groups in the evening with various protestant Y.P.A.'s.

Nor is it hard to measure the strength of one's position for counselling. When the counsellor can join a crowd of youngsters on the street-corner over in "Shantytown," completely oblivious to the fact that they were "shooting craps" when he came up and that the brown bottle someone secreted hastily wasn't filled with Pepsi-Cola or Root Beer—and have those youngsters accept him without questioning—he is on the right track. When he can assume the same "easy" relationship with "more fortunate" groups, without losing the confidence and respect of the others, he has almost "arrived."

And he knows he has truly "arrived" when both groups of youngsters come looking for him every day at lunch time and after school hours; when they invite him to their "closed" parties, "private" club meetings, and fraternity initiations, as an equal and not an adult to be "cultivated"; when they turn to him confidently at any hour of the day or night that they find themselves "in a jam with the cops," or need "sobering up" so they dare to go home, or have just been "kicked out of school." And when they come freely and unselfconsciously to "borrow a buck for a date," to ask help in finding an older brother a job, to seek advice on how to keep "pop" from spending his week's salary in the tap-rooms on his way home from work, or to express the open and aggressive intention of marrying him to an unwedded aunt—then he knows he's in a position to do really worthwhile advising.

And there are many things for him to do when he gets there.

There is, of course, "straight counselling": talking over the real life problems of these real life boys and girls; trying to show them a "better way" than some they've been taking (but always avoiding a "holier than thou" attitude); helping them to meet both scholastic and domestic situations with a maximum of intelligence and a minimum of emotion; taking case-histories and conducting preliminary examinations to determine those in need of more specialized professional care.

There is re-teaching, an opportunity which is rarely developed to its greatest potential: sitting down with some boy or girl who is honestly trying to succeed; discovering with him the impediment in his way and helping him to remove it; taking time to "fill in" the informations and skills he has "missed" until he is able to carry on for himself; and profiting by the many opportunities such a program affords for advising of all kinds.

▼

There is the proper use of community agencies: the hospital clinics; the churches; the State Rehabilitation Service; the Red Cross and local service clubs—who are only too glad to provide clothing and services for children in need and to help relieve difficult home situations. But these agencies must be used carefully, and with a full understanding of the people in need of their services. For instance, the counsellor must know that certain groups of second-generation Americans will never consult a hospital clinic unless he goes with them; that other groups have a strong prejudice against the use of "drops" to examine the eye; that others fear prescribed medication, and will not use it unless he "checks with them" regularly. He must also learn that the Red Cross and service clubs will often give orders for needed assistance entirely on the recommendation of a counsellor whom they know and respect, and that thus he can help many families which would rather endure any hardship than feel themselves an object of charity, or know that their names were recorded on some list of the "needy" which others might see.

But the primary, crucial factor in school counselling is an instinctive pattern of friendly living that makes the counsellor one with the children and adults he is trying to serve. It is a pattern that sets the primary emphasis on the youngsters' prerogatives, maturity, and responsibility, in such a way that they feel truly competent to meet their own needs with minimum help, instead of making them the reluctant recipient of an "outsider's" attentions, which they justly resent.

▼

For those who are socially and economically more fortunate, the counsellor relies on the co-operation of a physician, a neurologist, and other professional persons in whom he has absolute confidence. And knowing that effective rehabilitation involves the "whole child," he works through other school teachers, clergymen, youth organizations, and every agency in the community—always respecting the confidences of his clients as though they were bound by the seal of confessional. For he knows, too, that if he once violates the trust of a single child, his usefulness as a counsellor is ended in that entire community.

Above all, he is aware of the dangers inherent in what he is trying to do.

He is never didactic. When he finds himself saying, "But Johnny can . . ." or "Susie can't possibly . . .", he remembers the lad whose teachers all agreed that a boy with an "IQ. of 80" couldn't possibly pass the academic course in that high school—the same lad who graduated from a well known university both Phi Beta Kappa and Summa Cum Laude, in spite of "intelligence tests." And he remembers the girl with an unrecog-

nized myotonia which made stenography a physical impossibility for her, in spite of high aptitude ratings.

He never acts on incomplete knowledge. He remembers the group of "guidance teachers" who were discussing young Jack. One of them felt he lacked energy—he should eat more candy bars and take vitamin B; a second thought he lacked self-confidence—what he really needed was to get himself a girl friend; a third felt the boy could be straightened out by a tutor or remedial teacher. And the same night they were talking about him, the boy was culminating a year and a half of outrageous, aggressive delinquency in the real life community: the teachers were informed the next morning that young Jack was no longer their problem, having been taken to an institution which could cope with adolescent psychotics.

He never undertakes a case which he can not go through with, for he knows from experience that a half-way rehabilitation always leaves the child worse than he was. He remembers young Peter, who had been brought with the utmost difficulty from a first to a fifth grade reading level. The family was so overjoyed that they took the youngster to Florida for a year, neglecting to get the corrective lenses which had been prescribed for him. And when Peter returned, having read nothing at all in the interim, he found himself unable to read even first-grade materials, and refused to resume his re-training.

▼

The wise teacher or counsellor never embarrasses anyone, and is careful to avoid any reference which might constitute personalities. He remembers Japanese-American Richard, whose well-meaning history teacher was "concerned" with the anti-Nisei propaganda evoked by the war. In an attempt to "build Richard up," she tried to make him a class-room authority on things Oriental. Somehow, before she began, both the boy and his class-mates were quite unconcerned with his ancestry; but the constant attention she drew to it in class-recitations started a wave of petty persecutions which drove him from both school and community.

And the wise counsellor cringes at the thought of faddism, winces at the mere word "psychology." He remembers young Jim, who suffered from a compound dyslexia. Jim could read or write for approximately three minutes; after that, he was so fatigued that he couldn't continue. Referred to a "psychological clinic" by his family physician, the boy was informed that he had a "frustrated Oedipus complex and an unnatural fixation on his father and brother." Jim, of course, didn't know what they meant, but when the "psychologist" had finished explaining, in detail, and convincing the boy of his rightness, an acute psychic shock had been added to the concussion of the brain which really occasioned his difficulty. The concussion was relieved in six weeks, after a professional diagnosis was made; relieving the shock demanded a prolonged psycho-therapy.

▼

But for all of these dangers and difficulties, the wise counsellor never gives up. Experience has also taught him that there are no "bad" children, no "lazy" children, no "indifferent" children, and no child to whom there has not been given some outstanding individual excellence. There are only sick children, heart-broken children, confused children — every one of them anxious for a place in the sun and a chance to excel and the opportunity to earn true respect and affection from some loved adult.

And it's our job to see that they get it.

Those Student Nominations

M. N. TODD
Superintendent of Schools
Lawrenceville, Illinois

SPONSORS and officers for most school classes and clubs have at one time or another come face to face with one of the weaknesses of the democratic system — that of nominations of candidates for office from the floor. A group of practical jokers or a squad of smart alecks may make a ridiculous nomination and the awakening comes when undesirable Jim is elected to one of the most important positions in the student body or irresponsible Jane is saddled with a job she can not hope to handle.

To insure the selection and election of the cream of the student body, the Lawrenceville Township, Illinois, High School has developed a system which has been in operation for fifteen years and which has the unique distinction of never having gone sour. From the group which is to elect officers, be it class or club, large or small, the appointed sponsor selects three students to act with her as a nominating committee. The distinction of being selected has proved to be taken so seriously that the nominating committees have displayed unusually good common sense. Two candidates are agreed upon for each office to be filled, and the names and positions announced in assembly and then posted on the bulletin board.

At the end of two days the group meets to elect its officers but in the meantime the democratic element has been injected by the privilege of nomination by petition which is quite prevalent in politics. As soon as the list is posted, any member of the group can circulate a petition to place the name of another student along

with those which the committee selected. The signatures of one-fifth of the membership of small groups and 50 signers for large groups are necessary before the nomination is accepted. No nominations are permitted from the floor.

All the nominations must be checked through the registrar's office to ascertain if the student is doing passing work in all of his regular school work, and furthermore that his deportment grade is satisfactory.

Regular judges and clerks are selected from the club or class to conduct the voting. Colored tickets are printed or mimeographed. Regular voting booths are erected in order to familiarize the student with regular election procedures.

Two periods during the school session are set aside for campaign speeches. The candidates are to plan their organization and select their speakers. Each class is allowed twenty minutes, and a speaker is limited to three minute talks. They speak from the stage in the auditorium before the student body. This program is considered excellent training in citizenship for the speakers and the student body.

▼

The system has disadvantage as well as merit, but the satisfaction of electing good officers justifies the time used. In every election since this procedure was adopted one or more names have been added by student petition, and the student body feels not only pleased with the high quality of officers secured but quite proud of the fact that they are doing a good job in an unusual way.

TEACHERS COLLEGE REVIEWS ITS PAST

BETTY PRATT

A CHAIR, a desk and an idea were the basic equipment of Teachers College, Columbia University, which celebrates this month the Fiftieth Anniversary of its Founders' Day, first proclaimed on November 15, 1894. Founded in a day when many elementary school teachers had only a high school education and when high school teachers had not necessarily gone to college, Teachers College was a protest against the traditionalism and formalism of the education of its day.

The average teacher of the early 1880's was a martinet who "kept school" rather than taught it. Textbooks were considered sufficient for all needs and correlative readings were rarely suggested, much less required. Many a child got through school without ever discovering that the excerpts from great literature in his readers were part of longer books which it might be worthwhile to read. The deadly recitation of memorized facts characterized the entire learning process. With the awakening social consciousness of the period, two forces were marshalled to combat this stultifying program.

Visitors to the Centennial Exposition at Philadelphia in 1876 were enthusiastic over the exhibit of the work of the manual training schools of Sweden. Advocates claimed that a mind trained in academic tricks was insufficient preparation for a useful life. The hand must be trained as well. The term "manual training" became as widely used and as fiercely debated as "progressive education" was but a decade ago. Simultaneously with this revolt against entrenched, traditional education, a group of philanthropically-minded New Yorkers headed by Grace Hoadley Dodge were striving to provide training in the domestic arts for children of the laboring class. They designated this effort the Kitchen Garden Association. It soon became apparent that practical work for boys as well as girls should be the concern of the Association and, with the manual training movement in mind, the Kitchen Garden Association was dissolved into the Industrial Education Association. The first step of the new organization was to rent a desk and chair in the corner of the office of the State Charities Aid Association at 6 East 14th Street. The belief in education for living and this furniture were the original equipment of Teachers College.

▼

If the schools of 1884 were hostile to the ideas of the Industrial Education Association, the children were not. A large house on East 11th Street was rented and pupils thronged the classes held there. An Exhibition of Children's Handiwork held in 1886 displayed the work of 3,000 students and was viewed by 7,000 persons. Many were amazed to find that the public schools of New York were not represented in any way. Mayor William R. Grace of New York met the indignant storm of questioning which followed by appointing Grace Dodge the first woman commissioner of education and by introducing industrial education into the city school systems. By 1887 the bolder members of the Association advocated the purchase of No. 9 University

Place, although it was doubtful that so spacious a building would be needed for years. The opening day the school was beseiged by eager children who could hardly be fitted into the building. The Association needed more money, more room and, above all, more teachers. George W. Vanderbilt's gift to the school of $10,000 enabled it to pay for the services of a leader with the background necessary for the guidance of this major project in education. The new president of the I.E.A. was the young associate professor of philosophy at Columbia College, Nicholas Murray Butler.

Within a year the Association had changed its name to the New York College for the Training of Teachers. A provisional charter was secured from the Board of Regents of the University of the State of New York, January 12, 1889, incorporating the institution under the shorter name of Teachers College. The first enrollment was 18. The program offered that year included courses in the history and practices of education, mechanical drawing and woodworking, domestic economy, kindergarten methods and industrial arts. The next year departments of natural science and methods of teaching were added. In 1891 Nicholas Murray Butler resigned and Dr. Walter L. Hervey, Dean of the College, was appointed President. A fierce financial struggle preceded the decision to move "way out in the country" on 120th Street and on November 15, 1894, the new and permanent home of Teachers College was formally opened to the public.

▼

To the new Teachers College came those whose vision was broader than the pedantry of their day: David Eugene Smith, who dared to teach of the beauties of algebra; Gonzales Lodge, eager to resurrect the classics from their death in formalism; Edward Lee Thorndike, determined to investigate the psychology of education, and Paul Monroe, intent upon tracing its history.

▼

Teachers College battled constantly for the recognition of education as a profession of equal standing with law and medicine. In 1897, under the leadership of Dean James Earl Russell, the College was admitted to Columbia as a sort of step-child of the Department of Philosophy and Education. Five years earlier, the University Council had rejected a proposal to turn the institution over to Columbia on the grounds that "there is no such subject as Education." Gradually Teachers College was permitted by the University to control the undergraduate curriculum leading to a degree of Bachelor of Science, but it was not until twenty-one years after its formal opening, in 1915, that Teachers College was given full status as a professional school in Columbia University, on a par with the other graduate schools.

There still remains much to be done in education. Standards of teacher preparation are not universally high, nor are salaries. Children are still mis-taught or poorly taught. The school is still not the force for good within the community that it could and should be. Teachers College hopes at its Fiftieth Anniversary to review the principles of those who combined philanthropic ideals with practical training in the Industrial Education Association and to reaffirm them as they apply to the child, the nation and the world today.

A SERVICE OF WORSHIP THROUGH MUSIC

RUFUS A. WHEELER
Supervisor of Music
Schenectady, New York

OVER a period of years the Senenectady public schools have built up the tradition of an annual music festival, in which members of the schools' three senior student choral groups, the Mont Pleasant and Nott Terrace High School Choirs and the All City Junior High School Choir, have the opportunity to sing together. These three choral groups usually total between 300 and 325 young people.

This year the three choir directors, all music teachers in the Schenectady schools, conceived the idea that this would be a good time to do more than just give a concert with this large group. The choirs had always sung sacred music anyway. Why not have them sing sacred music in an actual service of worship of Almighty God? We have all races and creeds in our schools, but we felt there must be some one common ground where differences could be forgotten and an experience common to all be emphasized.

With this thought in mind we asked a Protestant minister, a Jewish rabbi, and a Catholic priest to participate actively with the choirs in a service of "Worship Through Music." There would be no sermon, no theology, but a true worship service with emphasis on sacred music. These three members of the clergy met with the three choir directors, and together they built the order of service, chose scripture passages, and selected hymns acceptable to all.

It was a thrilling experience in cooperation. The service was held on a Sunday afternoon in our largest school auditorium. The school system's print shop pro-

duced programs and photographed copies of hymns so that each member of the congregation had the actual music to sing from. The Citizen Unity Committee of the local War Council notified over 100 churches of the county of the service. Two local radio stations broadcast the hour of worship, moving network commercial commitments in order to do so! A rented electric organ added to the feeling of worship.

▼

One of the local newspapers commented editorially:

"Several hundred persons went to Mont Pleasant High School yesterday afternoon and heard the choruses from the junior and senior public high schools in a delightful program.

"This event, however, was something more than an outstanding musical presentation by a large group of talented and well trained young singers. It was dedicated to the ideals of tolerance, cooperation and mutual respect. Participating were clergymen representing the Jewish, Catholic and Protestant faiths.

▼

"Of course, tolerance, cooperation and mutual respect are nothing new in the public schools. These young people have been singing together for some time, just as did other young people before them. They trained together and worked together without thought of creed or race. They had no consciousness of differences. But among some of their elders there is such a feeling, a feeling that has no place in the democracy of an America fighting to preserve freedom for all peoples. Therefore, it was a splendid idea, conceived by an anonymous teacher in the Schenectady public school system, that this tolerance and democracy be publicly demonstrated through this springtime 'Worship Through Music.'

"To everyone concerned in the preparation and presentation of the program, to the clergymen who made their unity more evident through their joint appearance, and to the pupils themselves who did such a grand job, our congratulations. There American ideals concretely were set forth by action and example. May we have more of these reminders that in this country there should be no intolerance, no injustice, no lack of cooperation."

▼

We all felt when we had finished that we had made one very small but sincere contribution to our cherished hope of better understanding between peoples.

HIGH-SCHOOL-TEACH AND LIKE IT

LOUISE HILL

JANE WILSON glanced at Big Ben—eight-ten—put on her coat, turned off the radio, and locked the door. Then she had to laugh—she had been doing this habitually for almost three years, but teachers were very susceptible to routine.

What was the irritating statement the speaker at the meeting last night had made: "Teachers have let themselves bcome routinized and appear each day at school with that 'good Lord, it's Monday' look on their faces." Maybe he was right about that, but he didn't have to say: "Many people are leaving the teaching profession because it has no glamour and not enough importance in the war program." Jane was armed to take issue on that thought; perhaps it didn't have as much glamour as other occupations, but teachers were assuming parental responsibility while parents gave their time to the war program.

"Good morning, Miss Wilson," one of the pupils greeted her at the door.

"Good morning, Doris. Aren't you here a trifle early?"

"I had to do some special work for the operetta; it's going to be splendid!"

"I know it is, if all of the cast are as enthusiastic as you."

She turned into the office and signed the roll sheet.

"Good morning, Miss," the janitor greeted her in the hall.

"Top of the morn to you. How's the wife feeling today?"

"Much better, and I think we can bring her home from the hospital tomorrow. Would you come over to see her? We'll never forgit how nice you were the day we got the telegram about our son."

"I'm glad if I could be of any help—I may ask you to return the favor. I'll be over."

Jane took off her coat, hung it in the accustomed place, and proceeded to her hall position.

"Miss Wilson, would you check this theme for me?" one of the stuednts inquired. "It's only two pages, but I want to see if the commas are in the right places."

"Surely, I will." She gave the paper her best comma-blunder eye and waded through the *ifs* and *ands*. "It's punctuated all right, but your connectives are not particularly good. Try *not only, but*

also, either or; see what I mean? You are capable of a much better job than this."

"Thank you. May I bring it back to you later in the day?"

"By all means. I'd like to see what you can really do with the subject."

▼

"Miss Wilson, has Ruth passed this way? I'm afraid I'm in the dog house again."

"Jim, what am I going to do with you? No, she hasn't come yet. What have you done now?"

"I told her I would call back, but we had so much business at the drug store that I didn't have a chance until ten. I was afraid she would be in bed by that time."

"And you want me to smooth out the rough edges. I'll do it the second period, if not before. Run on to class."

▼

"Girls, the eight forty-five bell just rang. You are supposed to be in your first period class," she smiled, and they scampered to their classes. Children, in most cases, were quite willing if asked with the right spirit.

"Ruth, may I see you a minute? Jim came by here hunting you. It seems he was very busy last night and didn't get to make that call. He was afraid you might be angry."

"Not at all. I understand, but I like to tease him along. I'll see him at the end of the next period and ease his worried mind, if he has one. Thanks, Miss Wilson."

"Miss Wilson, may I have a permit to type an extra period today? I was absent yesterday," Lois explained.

"Surely, borrow one from Miss Wharton; I don't happen to have one with me." She signed the permit wishing all students were more like Lois.

▼

The nine o'clock hush had settled upon the hall—only a few stragglers here and there hurrying to their rooms. The dust gave the long narrow hallway a misty look. One hour to finish the typing work for Mr. Dunn, and then her teaching would begin.

The hour passed far too quickly, and Jane found herself saying, "All right, get in your places so that I can check the roll. Please use your warm-up drill: *asdf jkl;*. We are going to take a speed test in a few minutes. Now calm yourselves."

For fifteen minutes there was the click, click, clicky-clack of the typewriters—forty-five of them at once. It could be noise or rhythm to your ears. Jane could almost fit Glen Miller's *Sunrise Serenade* into the rhythmic pattern—an old Pollyanna trick of hers.

The alarm! "Now exchange papers and check very carefully for the errors. Divide first by five, deduct ten for each error, and divide by fifteen. I want these grades to be especially accurate; they haven't been for the past few times. As soon as you finish, lay the paper on my desk and get to work on your weekly budget."

Jane liked to watch the perplexed look that dressed the faces as they figured—it was a life and death matter to some. Others were wondering how many errors they could successfully ignore.

One of the teachers interrupted. "I'm collecting for a good cause: the principal has adopted a young son, and we are going to give him the right start with a war bond—surprise from the faculty. Drop your donation here. Thanks, I'm on my way."

"Miss Wilson, what do you do about the words that are written like this?" Betty inquired.

"Class, let me have your attention: italicized words are written with the underliner. For a dash, use only two hyphens, and don't try to make it solid—it's an awful job," she warned.

The bell and two periods of the day gone. Lunch for thirty minutes and then back on the beam again. This was the only opportunity teachers had to know each other—food was a leveling influence—as the frontier had been in the early days of history.

▼

"Miss Wilson, is every little thing all right with you today?"

"It certainly is, R. T. How about you?"

"It would be if you would write me a poem for my birthday. It's a sort of special occasion with me. Remember the one you wrote in my year book last spring? It was a pip!"

"I'll fix it up in a surprise package; you come by the room in the morning."

At the door of the room, one of the ex-students was waiting for her. "Miss Wilson, I'm leaving this afternoon for the army. Would you write me a letter to read on the bus like you did for Jack Hedrick? It would mean a lot to me."

"How much time do I have?"

"I'll go tell the others goodbye and be back here in half an hour. Enough time?"

"I can say what I think of you in much less time than that! Run, do your other chores, and I'll have it ready for you." A glance at her watch told her she still had ten minutes of the lunch period. What to say? Jane could tell him how much he had meant to her as a student and end it with some silly jingle. She completed the note, and addressed it to:

Private Charles Taylor
(General in the making)
Destination Uncertain.

▼

The increasing chatter of the typewriters notified her that it must be time for the class bell. Most of the class were settled and doing their warm-up drill. She checked the roll and warned them to prepare for the timed writing test.

"Now set your typewriters on ten and seventy-five, double space. Try not to run off the page at the bottom; make a mark about an inch from the end of the sheet.

Above everything else, relax and try to be accurate. Now go!"

"Charles, here's your letter, and the very best of luck. I'd enjoy hearing from you."

"And I'd like to hear from you; sort of give me the low down on what everyone is doing. Will you?"

"I'm no Winchell, but I can try. Goodbye now." It was difficult to send such youngsters to the army; war is such a heartless thing.

She checked the students in action. Would James ever learn not to watch his fingers? If Mary would not hump over her work and become so tense, she could do better. What was wrong with the alarm? It seemed more like thirty minutes than fifteen. Good heavens! Someone had already set it for an hour, and she unknowingly had added another fifteen minutes.

"All right, let's stop. Due to circumstances absolutely beyond my control, we can not count this test." No more explanation than that! Let them wonder!

A hushed guilt spread over the room. It was done during lunch period—ten to one, it was David. At least, it would be very quiet for the rest of the period.

The bell—and the fourth period was well on its way when, "Miss Wilson, are you busy? I'd like to ask you what you think of my typing."

"Betty, your work is one of my pride and joys; you're going to make an *A* this six weeks."

"No, that isn't what I mean. Do you think that I will make a good stenographer? The grade is important, but I want to know how to be a very good typist. Do you understand?"

"Yes, I do. You want to learn office routine. From time to time, I'll give you helpful hints, and you learn them thoroughly. I shouldn't wonder if you would make a splendid stenographer."

"Thanks so much—I'm going to try even harder with you believing in me."

The fifth period and the class in the middle of the timed test when there came three long bells—the fire drill signal. The building was emptied in a little more than a minute. What a time to have a drill—nothing to do but begin again. That would make the class a little behind with their budgets, but she could leave off the rhythm drill on Friday.

The class had begun their second speed test when the principal appeared at her desk.

"Miss Wilson, do you have a student who could type me sixty-five copies of these announcements right away?"

"Surely. I'll have them by the end of the period."

"Thank you; it's very necessary that I do."

"Miss Wilson, Miss Ward wants to know if you can type her these laundry lists?"

"I'll do the best I can. I can't start it until the next period. Please explain that to her."

At the beginning of the sixth period Janice came over to the desk, "Miss Wilson, would you excuse me from taking the test today? I'm too upset. I think that if I could talk with you, I might not be so confused."

"Let me get the class started, and then we can talk. Go back to the side desk; it's more private."

After checking the clock carefully, Jane started the last class on the test.

"Now, Janice, what is it?"

"You know my mother and father are divorced, and lately my father has been paying so much attention to me and asking about mother. What do you think is back of it?"

"That's difficult to say. Have you and your mother talked the situation over? I think she would be far more capable of advising you."

"Of course, that is the thing to do. I'll talk it over with her tonight; then may I have another talk with you tomorrow?"

"I was going to suggest that. Perhaps some good will come of it."

Broken homes always presented a problem. If only she could do something to help Janice.

"Turn in your test as soon as it has been checked. Please be very accurate in your grading."

"Miss Wilson, I have a pattern for a dress."

"Yes, Barbara?"

"You always look so nice, I wonder if you would help me select a new dress. I met an awfully nice boy last week-end in Childress, and I want to look my best for him."

"Would you like me to go shopping with you next Saturday and help you select something?"

"Could you? Mother works and doesn't have time."

"Suppose you come by the apartment about nine."

"Thanks a million, Miss Wilson."

"Miss Wilson, could I come back and talk to you after school?" This came from a clumsy, overgrown, red-haired boy.

"What is it this time—your grades?"

"No, it's about dad; he's being drafted. I though you might help me find work. You know you found work for Don until the navy took him."

"I might be able to do that. I'll be waiting for you."

▼

The bell punctuated the end of her school day—how quickly it had passed! Perhaps she wasn't a very big cog in the war machine, but she was trying to supply the government with plenty of capable typists and supplement the work of the parents who had gone into war work. There wasn't anything wrong with teaching school—it had plenty of glamour and a great importance in the war program—if she took the time to put it there!

TRY THIS PEPPER RELISH by FRANK M. RICH

A serving of vitamin appetizers that will put new zest into the school repast. If you are not in position to try it yourself, pass the Relish along to some other pioneer. Each device has been a favorite interest-builder somewhere in the field.

Robert Hooke and His Home-Made Microscope

By all the rules of poetic justice, a hero ought to be a prince of a fellow—handsome, generous, capable; subject to painful trials and misfortunes, of course, but eventually bounding up, debonaire and triumphant. Sorry, but this hero was somewhat irregular. He was a skinny, twisted wisp of a man, scuttling about his work like a scared rabbit; too stingy to spend a penny, even on himself, and every year growing more curt, suspicious and quarrelsome.

And no wonder! His extraordinary genius had laid the ground work for a hundred great discoveries—gliders, bicycles, microscopes, telescopic sights on fire-arms, balance springs and escapements on watches, new methods of map-making, surveying, astronomy, geology, city planning, architecture, medicine and more; but before he could perfect any instrument and make it pay, somebody else scooped his idea and reaped the profit. For example, he discovered the laws of gravitation and showed how they operate to keep the heavenly bodies in position, but his colleague, Sir Isaac Newton, snapped up his theories, explained them to the public and took the main credit for the discovery.

This poor hero in reverse was Robert Hooke. He died in 1703, leaving little to his credit except two or three thousand pounds locked up in a strong box that had not been opened for thirty years. One of his simplest inventions, say the two-wheel safety bicycle, if it had been perfected and made available for distribution, would have made him a famous benefactor of mankind. But like the steward in the parable, who buried his talent in a napkin, he developed nothing to put into circulation.

Maybe you and I are 250 years late in helping him to correct the situation, and yet there is one of his inventions we could revive, to help folks discover a world he knew much better than most people. With a half-foot of glass tubing and a home-made alcohol lamp, we can make one of his high power lenses, many times stronger than the ordinary magnifying glass. Here is the process reduced to five easy steps:

1. Draw a wick of soft cotton cloth or string through the hole in the tin cover of a small paste bottle to make a serviceable alcohol lamp. Use an aluminum milk bottle cap, reinforced with a strip of rubber tape around the edge for an extinguisher to prevent evaporation.

2. Hold the glass steadily in the top of the flame till the two halves pull apart like soft chewing gum. Work carefully to get a string about three inches long.

3. Break and hold one long end of this glass thread in the flame till it melts and contracts into a clear round ball, the size of a small shoe eyelet.

4. Make a hole, the size of an ordinary pencil lead, in a tiny strip of black paper and fasten to the sides of the glass ball with model cement.

5. Cement insect parts, fibres, razor-thin sections of stems, etc., to a long strip of cellophane. With one hand hold a section of the tube

High-power magnifying glass-home-made

and strip together so that the ball is over the specimen to be examined. With the other hand hold the strip steadily against the forehead so that the eye sights through the peep hole. With glass and eye thus held in fixed position over the specimen raise and lower the glass till the subject is in sharp focus; eye and specimen will be close together. If you want to get the willies, study the eels squirming round in a drop of cider vinegar.

An Aluminum Vocalizer—A Quick Cure for Amusia

Visitors at the New York World's Fair may remember two young comedians doing a phenomenal business selling aluminum vocalizers at 25 cents apiece. They put on a variety of caprices, including imitations of everything from slide trombones to mosquitoes. But their show was so good it almost defeated its own purpose; for the nearby auditors were so well entertained they declined to make room for new customers further back, and so had to be reminded from time to time that they were neglecting other features of a very good exposition.

This amusing instrument or one much like it can be made in quantity at no expense from discarded aluminum milk caps or other pieces of similar sheet aluminum. Singing teachers will find this an effective device to get everybody going happily in chorus, especially the so-called monotones, who need only some little thing like this to pry them up into the high register, where for some reason they have never learned to make any sound at all. Imitating high-pitched sound effects—bees, mosquitoes, yodlers, etc.—will soon convince the amusia victim that he has as wide a range of tone as anybody. Here is the construction.

Cut two connected 3-inch circles of sheet aluminum, and rub them on the thigh with a rounded tool handle to mold double hat-shaped pans, put together like clam shells.

Or turn out brims on two aluminum milk bottle caps, and fasten them together with a straight rolled up hinge. Opposite the hinge cut a ½-inch mouth hole. Place the lips on the hole and hum. The two halves of the shell, if well adjusted, vibrate in sympathy, reinforce the sound and impart an instrumental quality to the sound of the voice.

Facts About the Swastika

When anybody flaunts a symbol as conspicuously as the Nazis do the swastika, they ought to tell the world what they think it means. Several German leaders before Hitler used the swastika as a badge of ardent nationalism. In 1809 when German morale was at a low ebb after the defeat by Napoleon at Jena, an earnest patriot named Ludwig Jahn—"Turnvater Jahn"—sought to inspire the youth of the country through his "turn vereins" or semi-military physical training associations. He adapted the swastika symbol lately discovered on prehistoric implements, but sometimes instead of the four gammas spiralling round the center, he used four F's, to symbolize the four objects of his movement—fitness, faith, felicity and freedom.

Jahn's movement was a huge success, and eventually spread over the whole world, but for him the swastika turned out to be the left-handed bad *suavastika*, for the German authorities of the day did not like to see an ordinary citizen sticking his head up so prominently, so they clapped him into prison on general principles.

The symbol appeared again semi-politically on Erhard's brigade in 1919, when a large group of veterans who had fought in Finland copied the symbol they had so commonly seen in that country; and since their organization decided that the Jews were mainly responsible for the surrender, their attitude gave the symbol an anti-semitic flavor. Hitler adopted the symbol with whatever ready-made prestige went with it, and thereupon the Germans found themselves pledging allegiance to the oldest recognizable ideograph used by man — the fylfot, gammadion or su-asti-ka, which is Sanskrit for "good fortune—be—to you."

What the Nazis consider its true meaning and origin they do not say, neither do several sizeable books and numerous addresses and articles that have been written about it. Does it represent the lightning flashing four ways from Thor's hammer; or the position of the Great Bear constellation around the North Star at the four seasons; or the "going round" ceremonies at Hindu and Persian altars; or the Chinese symbol for *sun;* or the little whorls on toe-prints, by which living Buddhas are still recognized in Thibet? We do not know, but students of modern languages near a big library might like to read what is said about it in articles not available in English.

Exactly 2200 years before Hitler signed the tri-partite agreement with Japan and Italy (A.D. 1936) and began mobilizing resources and armament to make his "lightnings of Thor" the symbol of slavery and extermination in Europe, another great exponent of the swastika took the throne of India

(264 B. C.) and eventually carried his "footsteps of Buddha" in a mission of uplift throughout the bigger half of Asia.

This extraordinary monarch, who set an all-time record for social welfare, was King Asoka of Behar, the ancient Indian empire. He was the first great originator of medical schools, experiment stations, national paved roads, universal academic, moral and vocational education, religious freedom, race equality, foreign missions, disarmament, league of nations, and an administration of civil service and justice that practically eliminated crime and corruption throughout a great empire. No wonder H. G. Wells named Asoka as one of the five greatest figures of all time. No biography probably offers a stricken world more concrete suggestions for improvement than Asoka's.

▼

Tradition tells of one memorable episode of Asoka's youth that was destined to have a powerful influence in his later life. It was the preaching of a wandering ascetic, who, because of persecution in the city, had taken his station in an out-lying cemetery. Squatting among the gravestones and charred bits from funeral fires, he implored his hearers to remember that "before long this body will sink to the ground, as devoid of sense and will as this piece of rotting wood."

He made a tiny dot on the ground. "But ideas will remain." From the dot he drew four divergent lines, east, south, west and north. "They will pass on to others." He added lines at right angles; south, west, north and east, like a water wheel or wind mill. "Others will put them into execution. The good ideas will become a line of virtuous deeds; the bad ones a succession of evil actions. Our duty is to do something, not only for our own pleasure, but for the benefit of posterity."

▼

Years later, surveying the horrors of a successful battle his army had won, Asoka remembered the teachings of the wandering preacher and completely reversed his future way of life; the only monarch in history, it is said, who turned from successful conquest to promote the arts of peace.

A MUSEUM'S "DO-SOMETHING" CLUB

RUTH V. WEIERHEISER
Assistant Curator of Education
Buffalo (New York) Museum of Science

"MISSUS, what do you do in the Do-Something Club?" was the query of the two bright-eyed boys at the Museum's Main Desk. And the answer from the attendant came quickly: "We do all sorts of things with our hands and we see strange sights with our eyes. The club opens the very next Monday morning after your school closes. Every morning for six weeks, excepting Saturdays and Sundays, the boys and girls in the Do-Something Club either make objects or see things, and there are no tests to bother about. Furthermore, when the weather is nice, we sometimes work right out-of-doors on the shady side of the building. Then on the last day, we have an afternoon exhibition and tea party for our parents and friends, and you will enjoy that, I'm sure."

That "gets them"! "Say, Missus, will you save me a place? I'd like to bring a friend with me. Can he come? He's nine years old." The sad story now begins, for there is such a demand for this activity that only children from ten to fifteen are admitted. So younger brothers, sisters, and friends have to wait and occasionally they are allowed to visit, especially on such days as we have motion pictures or a field trip.

The Do-Something Club began in 1940 at the Buffalo Museum of Science. It was to be distinctly a summer activity with no credits awarded, no marks, no studying,—just doing things and having fun at the same time. In 1943 two sisters of Polish descent joined the club for a two-week period because they were both undergoing tonsillectomies the end of July. But after a taste of the Do-Something program, both sisters persuaded their parents to postpone their operations until later so that the girls could remain in the club until the last day. This summer three children who had previously been in our junior museum work but who had moved away, returned for visits from Savannah and Washington, D. C. The three immediately joined the club upon arriving here, and all three inveigled their parents into allowing them to remain until the last day. Then there was the children's father who was made to take his vacation period *after* the close of Do-Something Club! We might go on with such cases but lack of space prevents.

▼

By this time you are wondering what factors in our museum's summer program give it such alluring qualities. In the first place, the children come because they want to, and often one child who is interested will influence several others to join. Secondly, the program is varied a great deal from

THE WORDS CHILDREN ACTUALLY USE

THE MACMILLAN COMPANY
announces publication of

THE PUPILS' OWN VOCABULARY SPELLERS

By GATES, RINSLAND, SARTORIUS, AND PEARDON

A NEW PROGRAM FOR GRADES 2-8 that features

THE RINSLAND WORD-COUNT as the scientific basis
REALISTIC STORY INTRODUCTIONS as motivation
NATURAL REVIEW THROUGH USE for permanent retention
WORD-MEANING ENRICHMENT for vocabulary building
HARD-SPOT TECHNIQUE for overcoming word difficulties

TAUGHT IN THE GRADE IN WHICH THEY USE THEM

THE MACMILLAN COMPANY New York · Boston · Chicago Dallas · Atlanta · San Francisco

week to week, and yes, from season to season. Why? We now have several girls who are veterans of four summer's work in the museum. Last summer we specialized in soft rag marionettes and writing or condensing suitable plays for the handmade dolls. At the same time, another group learned about the shadow puppets made in China where the thin goatskins are used. We used a heavy oiled paper with fine results. Both these projects were taken up during Chinese week. Each year, we name the six different weeks of activities; and then slant our projects to coincide with that week's title. For instance, we open with Flower and Tree week followed usually by Insect Week; then comes Animal Week, American Indian Week, either Mexican or Chinese Week, ending with Potpourri or the Round-up Week. The last period is devoted to making invitations for parents to attend the tea, finishing projects, preparing a program, and planning and installing the final exhibit.

The Monday morning program of each week we found could best be worked out by showing two or three reels of motion pictures introducing that week's topic. After the pictures, each teacher explained the project that she had planned to give that week, showing one or two finished articles as samples. Then all the assembled members were given slips of paper on which they wrote their names and checked their first, second, and third choices of things they wanted to do that week. By Tuesday morning, the lists of groups were up, and the children arranged into four groups (each in a separate room) ready for the new work. We try to limit our groups to twenty children. If thirty wanted Mexican bowls, ten of these would be given their second or even third choices.

Here are some of the projects we had this summer. I cannot tell you which was the most popular but all projects with weaving or painting with showcard colors were mighty well liked.

1. Cutting patterns and sewing soft, stuffed animals. Also making animal-shaped beanbags.
2. Weaving of home-dyed yarns into bookmarks; weaving of Indian baskets from treated cat-tails; weaving of lucky loopers on special frames.
3. Constructing of Mexican bowls from paper and glue and decorating with Mexican scenes and objects, using the showcard colors.
4. Making Indian dance headdresses from cardboard cut and painted to represent wild animals.
5. Carving small vases from reconditioned candle wax.
6. Pictures worth framing made of felt patches.
7. Square and round buttons of wood with Mexican designs done by means of a new plastic that hardens easily.
8. Pressing and mounting and labeling tree leaves.
9. Making Riker Mounts of but-

terflies, moths, and beetles.

10. Hammering and staining useable wooden bluebird boxes.

11. Stencilling designs on cloth (the designs original). The boys made Hawaiian stenciled shirts and the girls luncheon sets. Much unbleached cotton was used in this project.

12. Gesso "tiles" with insect designs in natural colors. These were treated to be used as tea tiles although the foundations were merely beaver board.

It is difficult to explain the lovely colors shown in all these articles; we did not realize how gay they were until the exhibit was being arranged. Perhaps it is the colors that "get" the children, or possibly the usefulness of the articles. The Indian head-dresses were used at an out-of-doors powwow the Friday of Indian week.

▼

Parenthetically, let me explain that the Buffalo Museum of Science offers fall, winter, and spring classes, clubs, games, rhythmic dancing, music appreciation, sketching, and several other activities to our young people from ten years old and up. Story Hour on Saturday mornings and sketching on Tuesdays and Thursdays are in fact attended by many youngsters from six years up. The attendance numbers for these activities run into the thousands every year. But in many ways, the Do-Something Club with its crafts is the most popular. And we have noted that any of our clubs with even partial handcraft programs are more sought after than others.

The popularity of the Do-Something Club might be summarized as follows:

1. The children work only in the mornings when it is cool and they are not tired. Sometimes they even work out-of-doors.

2. They have a choice of projects.

3. The four different groups working in four separate places on different projects gives a foretaste of the departmentalized classes of the upper school grades or high school.

4. The constant use of hands. Craft work is much neglected in most schools and written work often overemphasized. There is no written work in our summer program except the game sheets (based on museum exhibits) filled in with pencil before ten A.M. Why? Simply because so many club members came early and we had to find "busy work" for them. Children who are really working or really playing seldom get into scrapes.

5. Companionship. We all like to be with congenial friends, to work with them. So do children. Lasting friendships formed in Do-Something Club the past four summers are already apparent.

6. The tea and exhibition for the parents the last day of the club program give an excellent objective toward which to work. It is an honor to have an object on display, or to be asked to work on a committee. As an "aside," let us explain that the "tea" always turns out to be a fruit punch or birch beer as our first week in August is usually hot and humid.

Grown-ups often lay down the rules, but perhaps the children are right about the crafts. It has been stated that serious functional disorders of the human body can be traced to the lack of enough use of our hands. Let us "do-something" about this in our junior programs, especially in our schools and museums. The playgrounds and summer camps have beaten us to the goal already.

Converting School Critics

W. F. BOLEN
Principal, Dunellen (New Jersey) High School

THE wrathful mama with fire in her eye and spite in her speech can become an asset rather than the chief pain in the office neck for that day. Here's how.

First listen. You might learn something. And give her credit. She at least has energy and spunk and she's there. Many a mama would like to speak up but lacks the courage except over the fence. Here's one to have on the school's side, the kind worth winning. And then keep on listening. She's not all wrong, is she?

When she has fully had her say, even if a little loudly, thank her for coming and give her credit for being actively interested in her child. Don't flatter yourself that she came primarily to educate you. True there may be some sadistic satisfaction in seeing a public servant squirm but she really came because she has a child that she thinks is a winner. Lose no time in showing that the school and the parent have the same aim—helping that child to develop. The school can do so much more for the pupil when the parent grasps the concept of this common ground. Uncover this nobler purpose and she'll respond.

"You came because you are interested in this child, didn't you? You are not asking for special favors. You just want him treated as well but not better than the rest."

Can any normal person fail to agree? Once you have this firm foundation advice can profitably be exchanged. Be sure you don't know all the answers. The mother knows the child better than you do even if you privately think she knows some things that aren't so.

Giving credit isn't blarney. There's an underlying seeking for the child's good, based on affection when a mother speaks her mind for her child. The method may be rough but the highest purpose is there even if you have to help her find it.

The way is to give credit.

Try it. It works.

ORGANIZED EDUCATION AND MILITARY TRAINING

W. C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

WHAT part will education as represented by professional educational leaders take in solving American national and international problems in the years that lie ahead of the present World War?

In the years following World War I the voice of education in the affairs of the nation was to a considerable extent a pacifist voice. Organized education and many educational leaders were opposed to military training in our land grant colleges. Refusal of youth to bear arms in times of war, abolition of the Reserve Officers Training Corps and of military training in colleges were parts of the communistic program in this country from 1920 to 1940. These are parts of the communist program that received direct and indirect support from many educators.

On April 30, 1937, the Secretary of the National Education Association issued a circular letter addressed to State Superintendents, N.E.A. Directors, Officials of State, County and Local Teachers Associations and County and City Superintendents in an appeal for support of the Harrison-Black-Fisher Bill. The following are excerpts from that letter:

"It is quite significant that on April 27 the House Appropriation Committee added $25,000,000 to the Army appropriation for 1938. The Army and Navy appropriation was already $943,000,000, the largest ever made in peacetime history. Speaker Bankhead said when questioned about this appropriation:

"'It is unfortunate that we can't reduce all appropriations. But, the people are pretty strong for national defense.' (Washington Evening Star, April 27.)

"Is it not also true that the people are strong for education as the most important means of national defense?"

The only clear cut and indisputable interpretation that could be given to the criticism of the Army and Navy appropriation quoted above is that it was opposition to the appropriation for national defense. The N.E.A. Secretary's question, "Is it not also true that the people are strong for education as the most important means of national defense?" was ridiculous. The congress and the American people in 1937 were not ready to provide appropriations large enough to furnish the nation with adequate national defense, but even at that time the N.E.A. could not sell the congress a bill of goods "that the people are strong for education as the most important means of national defense." Education is important in national defense, but education is primarily a function of the State. It will be a mistake if school people again attempt to compete with national defense for appropriations.

In March, 1944, the Problems and Policies Committee of the American Council on Education and the Education Policies Commission adopted a statement recommending that the problem of universal military training should not be considered until after the war. This statement was later approved by the representatives of the constituent and institutional members of the American Council on Education. Maybe these organi-

Thanksgiving

Great Father of all earth,
(Even Germany and Japan)
I thank Thee that we know the worth
Of fellowship of man with man.

Let us not fail to keep
The freedoms that we've dearly bought.
We have no time to waste in sleep—
No! The freedoms must be *taught*.

Taught so well that all
Our brothers may enjoy the right
Of freedom, when at last the pall
Of war gives way to peace and light.

—GRACE HARLAND.

zations, or their leaders, are merely interested in a postponement of consideration of the problem of "universal military training," and they are sincere. But it is difficult to see any good reason for postponing consideration of the problem of military training. It looks as if adoption of the statement recommending postponement is in reality the forerunner of opposition to military training, or of advocacy of the establishment of a glorified CCC program as a substitute for military training.

▼

It is significant that the American Legion has gone on record in favor of a program of military training. Men who have personally known the horrors of war are the last to take a position that leads to more war. They are the first to give their efforts to the prevention of war. Many men of the Army and Navy lost their lives because of our lack of preparation. Many a crew of American ships lost their lives in the first year of the war because of our lack of naval strength to defend them even in the waters off our own coasts.

▼

In the years prior to this war the two organizations which above all others advocated a large navy and a strong military training program were the American Legion and the Daughters of the American Revolution. No other organizations were so often or so viciously attacked by the Communists as these two organizations. And it is to the discredit of American education that these attacks were part of the communistic program that received support from many educators. Time after time the American Legion and the D. A. R. were given the fascist label by some educators not only because they advocated a strong national defense program, but because they, more than any other organizations, continually urged the teaching of Americanism and American ideals, and the respect for duly constituted representative authority.

In the fifteen year period prior to December 7, 1941, any extreme radical who made attacks on American institutions, even subversive attacks, was certain to receive the support of left wing educators on the ground of free speech or academic freedom without regard to the merits of the case. That was not the position of organized education, the N.E.A. or other national education bodies, but it is a well known fact that the N.E.A. has had but little influence with the American public and in the congress in its attempts to gain Federal support of education. This has been due, in part, to the fact that the National Education Association has been suspect in the thinking of the congress and in the collective mind of the American people because of the company it keeps.

Of course it is the right of individuals or of organizations, including the N.E.A., to oppose military training or large appropriations for national defense, but to do so will be to run counter to the will of the congress and of the people. Education cannot afford to align itself in organization against adequate national defense, of which military training is an essential part.

LATIN-AMERICA IN NEW ENGLAND

RICHARD STOCKTON ULLERY
American International College
Springfield, Massachusetts

"HABLAR espanol es muy facil," the dark young man says. The girl across from him leans forward expectantly, forgetting the sandwiches and coffee on the table between them.

"*Hablar?*" she repeats. "That means to speak, doesn't it? And how do you spell it?"

"H-a-b-l-a-r."

"With an 'h'?"

"The 'h' never is pronounced."

"Well, why not? Why have it if it isn't pronounced?"

He spreads his hands and lifts his shoulders. "I do not know. Why is not pronounced the 'k' in 'know'?" This is a counter question not easily answered; not wishing to embarrass her, he changes the subject. "*No le gusta su sandwich*—do you not like your sandwich?"

"Oh, yes—I'd forgotten." She picks up the sandwich, but evidently there are matters on her mind other than eating. "Tell me, how do you say 'ham sandwich' in Spanish?"

"*Sandwich de jamon.*"

She pounces on the last word. "'*Jamon!*' There's an 'h' in that!"

"But," grins the young man from south of the border, "it is spelled with 'j'!"

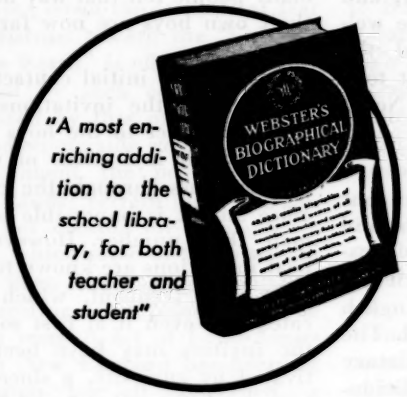
The girl tosses her hands in mock despair. "I could *never* learn it," she protests. "With such spelling, I'm sunk before I start!"

Now it is he who is intent and a little puzzled. "'Sunk before I start!' I do not understand. What is the meaning of that phrase?"

▼

Scenes such as this were not unusual in sandwich shops and ice-cream parlors near the American International College in Spring-

An Indispensable New Book for library and class use



40,000 concise biographies of noted men and women of all countries — historical and contemporary — from every field of human activity, presented within the covers of a single volume, with name pronunciations. Library buckram, thumb-notch indexed. $6.50.

Write for descriptive circular to Department 9

G. & C. MERRIAM CO., Springfield 2, Mass.

MOVING AHEAD IN ARITHMETIC

Arithmetic for Young America

Clark-Baldwin-Hoye-Schorling-Smith

Important new trends in arithmetic teaching are effectively incorporated in this new series including

Building meanings with the help of concrete and semi-concrete imagery

Guiding pupils in analyzing and in generalizing—in *using* arithmetic

Pointing out interrelationships in the number system

Recognizing the wide social significance of arithmetic.

World Book Company

Yonkers-on-Hudson 5, New York
14 Beacon Street, Boston 8

field, Massachusetts, last fall, during the three months that some seventy young men from twelve Latin-American countries were living on campus. These seventy young men were winners of scholarships entitling them to study aviation mechanics and the English language under the sponsorship of the United States Department of State and the Civil Aeronautics Administration. In age they varied from twenty-one to thirty-two years: some had worked ten years or more in aviation in their own countries, and nearly all had been employed in some capacity by Latin-American airway lines before their selection as trainees in the Inter-American Aviation Training Program. All had in common a serious and yet enthusiastic devotion to the study of aviation.

They occupied two dormitories at the American International College, studying English with one of the college faculty, and securing their mechanical training at the Springfield Trade School, which is located less than a mile from the college campus. (Incidentally, the home office of the Massachusetts Mutual Life Insurance Company is within sight of the Trade School grounds, and for some time the Latin-Americans thought the insurance building housed a girls' school, because they saw so many young ladies entering and leaving. The men of the office, greatly outnumbered, and mostly not so young, were believed to be *los profesores*.)

The A. I. C. students welcomed with enthusiasm the addition to their campus of this bit of transplanted Latin America. In the case of the girls the presence of seventy new men produced something more than mere enthusiasm. In North American colleges the male enrollment has suffered since the beginning of the war, and A. I. C. is no exception. And the enrollment in Spanish classes more than doubled!

The trainees ate breakfast and supper in the dining-hall with the regular student-body and enjoyed it. Of course the food was not seasoned exactly to the Latin-American taste (the trainees used four times as much salt and pepper at their tables as an equal number of North American boys and girls), and at first they were disturbed by restrictions on butter, sugar, and other articles which were rationed or difficult to obtain; their consumption of meat seemed tremendous to us who have lately been accustomed to cater more to our red points than our appetites; but it was not long before these relatively minor maladjustments were worked out to the satisfaction of almost everyone concerned.

They were invited to the college dances, to Hallowe'en parties, and

they came. And at their first party it became evident that these smooth-looking Latins, these romantic young dashers, were amazingly shy! They were somewhat fearful of our girls and did not entirely understand the free-and-easy camaraderie that exists between the young men and women of North American co-educational institutions. It took most of the evening, at their first dance, for their diffidence to disappear. The reactions among the college girls were interesting. One complained that the Latin-Americans were too stiff, another told an A. I. C. boy that "American college boys could learn a lot from them about politeness." A third young lady stated with a patronizing air of surprise, "Why, they behave like perfect gentlemen!" I am glad to be able to record that her undergraduate escort turned on her with "Why not? Did you think maybe they'd spit on the floor or start shooting out the lights? Or prob'ly you're just sore because none of them have tried very hard to make you?" I think she deserved the blasting.

Their first shyness at such affairs gradually wore off, and at a Hallowe'en party two months later, the Latin Americans were dancing North American dances as well as occasionally acting as instructors to our girls in some dances of their own countries. This Hallowe'en party, sponsored by the undergraduate International Relations Club, was a gay and colorful affair. Most of those present were in costume, and many of the girls had decked themselves out as south of the border senoritas, much to the gratification of "*los alumnos*," as the Latin-Americans liked to call themselves. Of course there is no Hallowe'en festival in the countries of our southern neighbors, but they had been coached as to the way they should dress for the party, and came with masks, clubs, and wierd garments lent to them by A. I. C. undergraduates, or manufactured by themselves. It was a *fiesta*, and they were wholly and exuberantly in the spirit, even if they did not entirely understand the significance of the occasion. Bobbing for apples, musical chairs, pin the tail on the donkey, and other traditional games were welcomed enthusiastically, and the first prize for waltzing went to a Latin-American boy and his North American partner.

▼

Another contact between our guests from the south lands and the undergraduates was the "exchange plan," through which the exchange of Spanish for English and vice versa was arranged. The exchange was entirely voluntary and informal. After the individuals wishing to take part had chosen partners (which was done one Saturday morning in the college assembly hall) the pairs were entirely on their own, making their own arrangements as to when and where they should meet for their exchange lessons, whether in the reception rooms of the dormitories or at the O.K. Ice Cream Parlor. Some of the college students living in Springfield took their exchange partners to their homes for dinner and the evening, speaking Spanish and English on alternate occasions.

But it was not only the college students who invited the Latin-Americans to their homes. A constant succession of invitations came to the administration office of the college from residents of Springfield and near-by communities. At first the invitations were general in character, since naturally the townspeople were not individually acquainted with the Latin-Americans. "My husband and I should like to have two of the boys come to our house for dinner next Sunday. Will you be kind enough to arrange it for us?" Sometimes the people issuing the invitation added that they could "speak a little Spanish, which might make them feel a little more at home." One lady wrote, "We cannot offer them a very lively time. My husband and I are both middle-aged; even the dog is middle-aged, but we want to do what we can for these boys who are so far from home." Perhaps many people felt that way because their own boys are now far from home.

Later, after initial contacts had been made, the invitations were renewed direct to the boys themselves. Such invitations of course did not pass through the college office and it is impossible to estimate their number. However, repeat invitations are known to have been very frequent, which indicates that even if at first some of the invitors may have been motivated by curiosity, a sincere interest and liking developed for our foreign guests.

▼

The social organizations of the city were also eager to do what they could to make the boys' stay a happy one, with picnics, swimming parties, dances and several church parties. Many invitations had to be regretfully refused, because of transportation difficulties or because of conflict with the boys' study time.

Several of those whose English was the best did excellent jobs delivering talks about their own countries before social clubs. Others wrote articles, in English, for the college newspaper, and two spoke briefly over one of the local radio stations.

They are gone now, transferred to Tulsa, Oklahoma, for further training, but they will not be soon forgotten by A. I. C., and the many residents of Springfield who came to know and like them. Knowledge of aviation mechanics and the English language are not all that the trainees gain through the Inter-American Aviation Training Program. The project is helping to do away with prejudices that have for many years existed on both sides of the Rio Grande. We know that when the trainees left us they possessed a far clearer understanding of the average

North American, and consequently, friendly relations between the United States and the other American republics will be stimulated in the future. The process of breaking down the attitude of fear and distrust toward the "Colossus of the North" is effectively implemented by such contacts as are produced by this program.

And on our side we have learned much about the people of the south lands; certain ideas and notions not making for hemispheric unity, which some of us possessed, have been thoroughly dissipated by meeting and knowing these young men. A bit of Latin-America in New England has been an education for all concerned, a practical example of the Good Neighbor Policy—which is by no means a one-way project.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Realism Calls for Marking System

The marking system is an important agency in education. I say this realizing that some educators condemn giving school grades of any kind. It's true that in many cases marks are given unfairly, that some children never can achieve a great deal, and that factors other than academic achievement enter into success. But do these reasons justify discontinuing the system?

Relative to unfairness in giving marks: there are cases, many of them, where bias, dislike, personal grudges and carelessness enter into grading. But these of themselves constitute no reason for dropping the plan. Rather they suggest that a concerted effort should be made in each local school system to train the personnel in marking reliably. The blame where evils in grading exist is upon the administration. The teachers can mark accurately—and they want to. Let's help them. The primary functions of administration are to plan, organize, see problems and help solve each teacher's difficulties—to HELP, HELP, HELP.

Some children never can achieve high marks. Many will remain unattractive, some crippled, some maimed and some uneducated regardless of what we do. But that doesn't indicate that there is no standard of perfection, that people do not think in terms of that standard, or that society as a whole should not try to reach it. We must accept the reality of realism—and realism at the present demands a high degree of academic, social and physical achievement. Marks not only set the goals but they also show each child where he stands as he seeks those goals.

Retarded children should be encouraged, given assignments they can master, and complimented for their best efforts—even though they do not exceed a mark of forty. However, we should never try to get away from the fact that in this hard world forty is forty and not a hundred.

Academic achievement is not the only factor that enters into success. I willingly grant that. Honesty, morality, health, industry, loyalty are all important. But that does not gainsay the point that a knowledge of facts and skills is very desirable—yes, prerequisite to success.

The child goes to school to learn and develop—or is it because he has to? Marks help him know how he is progressing—where he stands—hence their essentiality. We do our best teaching when we lead the child to become interested in marks, to become eager about his grades, to be as enthusiastic about his achievement as he is about going to the movies—or maybe more so. Children are working in school for success. Marks indicate the degree of that attainment.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Bill of Rights An Educational "Must"

Dr. Edmund E. Day, President of Cornell University, in a letter to me on July 20, 1944, says:

"One hundred fifty-five years ago the First Congress of the United States in response to widespread popular demand submitted to the states a federal Bill of Rights. These ten amendments, designed to safeguard our civil liberties, embedded in our Constitution the principles of freedom for which our English and colonial ancestors had for so many years struggled and fought.

"The National Opinion Research Center recently disclosed that only 23 per cent of the individuals interviewed knew what the Bill of Rights was. This shocking indifference to and ignorance of the fundamental principles of American democracy is extremely dangerous in a time of social, economic, and political flux. At any moment we may move from the tension and sacrifice of war into the difficulties and complexities of peace. We shall then face the problem whether wartime restrictions on these liberties can be at once relaxed, and whether American civil liberties can be effectively established throughout the world. We shall need to be sharply aware of what these civil liberties are."

It is indeed shocking that the Bill of Rights is not better known.

That the Bill of Rights is so little known is to a considerable extent the fault of the schools. It is the responsibility of superintendents, principals, and classroom teachers in grades 8 to 12 inclusive to see to it that the Bill of Rights shall be better known from this day forth.

It is important that the American people shall be familiar with the Bill of Rights. It is important that we know what the Bill of Rights is and why and how it became a part of the Constitution of the United States. The Constitution was not ratified without opposition. One of the popular arguments against ratification was that the Constitution failed to guarantee personal liberty. During the period when the Constitution was being ratified a bill of rights was frequently suggested. Several of the supporters of the Constitution promised to present a bill of rights as an amendment or amendments to the Constitution after its adoption.

The Bill of Rights was adopted by the First Congress. It consists of ten amendments. These ten amendments established democratic principles and guaranteed rights to the citizens not given in the Constitution itself. They placed restrictions upon the Federal government. The ten amendments composing the Bill of Rights were proposed by Congress September 25, 1789. They were grouped together to constitute the Bill of Rights. On December 15, 1791, the Bill of Rights was proclaimed to be in force.

It is important for Americans to know the rights guaranteed under the Bill of Rights. It is important, too, to know that some of the great rights of the Bill of Rights are not absolute rights. Freedom of speech and freedom of the press are two rights or freedoms which are necessary and fundamental parts of the life of the United States. These freedoms are not absolute rights in the sense of being unrestricted. There are limits to the rights guaranteed by freedom of speech and freedom of the press. Neither of these freedoms confers the right to individuals or organizations to work against the United States and for our enemies in times of war or to advocate the overthrow of the government in times of peace or war. Men and women arrested for crimes against the nation involving aid to the enemies of the United States attempt to use freedom of speech and freedom of the press as a defense.

On the other hand, it is imperative that we teach the great truth that the Bill of Rights is the guarantee for the protection of civil liberties. A knowledge of the Bill of Rights is necessary to preserve our democratic privileges. We take our liberties too much for granted. We do not place a high enough value on them. We

(*Please turn to page* 286)

BASIC ENGLISH

Reference Shelf Vol. 17. No. 1.
Johnsen 234p. $1.25

Answers: *Why and What*
Argues: *Pro and Con*

Basic English is a readable compilation of authoritative arguments (27 experts) for and against Basic English. The authors of the system, Charles Kay Ogden and Ivor Armstrong Richards, present the case in their own words accompanied by the 850 wordlist that is Basic English.

> . . . I do not see why we should not try to spread our common language even more widely throughout the globe, and without seeking selfish advantage over any, possess ourselves of this invaluable amenity and birthright.—*Winston Churchill.*

> . . . It [Basic English] at least springs from a living speech, and behind that speech are nearly 200 million men and women, many of them amusing and some of them wise.—*Henry L. Mencken.*

Others, whose articles appear in the book, write so effectively in Basic that it escapes the eye.

Basic English affords profit, entertainment and a deeper understanding of the whole postwar problem. Three major sections, General Discussion, Discussion Favorable, Discussion Critical and a twenty-one-page bibliography present the entire picture.

N.B.—*Basic English* is No. 1, Vol. 17 of the Reference Shelf.

Subscribers to this series of compilations of divergent arguments on current controversial questions will receive *Basic English, International Police Force, Canada and the Western Hemisphere, Reducing the Legal Voting Age, Representative American Speeches:* 1943-1944.

And two additional books whose publication dates and contents will be determined by tomorrow's headlines.

Individual Titles $1.25 on Subscription

THE H. W. WILSON COMPANY

950 University Ave. New York 52, N.Y.

The News Digest

OF EDUCATION IN ACTION

Children's Bureau Gives Health Warnings

WASHINGTON. — The candy habit was called a special nutrition hazard for children of school age in a revised edition of the Children's Bureau manual on that subject.

For adolescents, warnings against a too hurried high school life and the "keep slender" fad for girls were given. Over-fatigue was counseled against, whatever the age.

The strain of high school life, especially in large high schools with competitive athletics and extracurricular activities, too often results in chronic fatigue and subsequent malnutrition, the manual warns. Parents are advised to seek "cooperation from school authorities in bringing about changes in the high school program that will benefit the pupil's health."

Japanese-Americans In 550 Colleges

SAN FRANCISCO.—Twenty-five hundred Japanese-American students are enrolled at present in 550 colleges and universities of this country. Most of this number are young evacuees formerly in relocation and assembly centers who wanted college training. Through relocation to campuses away from the Pacific States the college population of Japanese-American students has climbed back to the level existing at the time of Pearl Harbor.

Each year about 400 of the 2,000 students who graduate from the high schools at the eight relocation centers leave to enter college. Since May 1 college applicants among these graduates have been accepted by more than 150 different institutions. The War Relocation Authority provides no funds to aid evacuee students, but various church groups, working with the National Japanese American Student Relocation Council, during the last two years, have donated $120,000 toward tuition scholarships.

White House Conference On Rural Education

WASHINGTON. — That the rural schools of this country are facing a crisis, suffering not only as a result of the war but from "chronic ills" of long standing, became apparent when 200 experts analyzed and explored the many problems in this area at an unprecedented White House Conference on Rural Education.

For three days and late into the evenings, the educators met at round-tables, general sessions, forums and discussion groups to grapple with the problem of how to improve the rural school.

Little doubt existed in the minds of the assembled delegates after the first half-dozen speakers had finished that the problem is indeed serious. Statistics were presented which indicated clearly that the rural school children receive an education far inferior to that obtained by their city cousins. The teachers are underpaid, undertrained and professionally inadequate. The school buildings were described as being "shacks," without proper supplies or equipment.

Perhaps the crux of the problem, as finally evolved, is that of money. Speaker after speaker stressed the urgency of aiding the rural schools. Neither the community nor the State can do the job. What is essential, the educators insisted, is Federal aid. Poorer States must receive help from those in a more favorable position.

Rural education in every community, the educators said, must be of such nature as to provide intelligent leadership and guidance. Education of the future, their charter maintained, must do the following for the rural areas:

1. Insure all ages of rural Americans their fair share of education.
2. Produce vigorous, wholesome, balanced and steadily growing personalities.
3. Strive for a community that sustains and nourishes democratic life.
4. Demand dynamic and highly skilled professional leaders who can deal effectively with problems of rural communities.
5. Provide adequate rural school buildings and grounds.
6. Create satisfactory administra- time and attendance units.
7. Provide an equitable plan of financing rural education.
8. Unite all the forces of the community in a coordinated effort.

The charter's preamble declared:

"We have the people, the energy, the innate intelligence, the natural resources, and the wealth. We need a virile education which can inspire and prepare people to attack and solve their own problems."

Demanding a "broad and powerful school program in every American rural community," the educators said, "we must not tolerate in any rural community or for any individual, poorly paid and meagerly-trained teachers; unsafe, unsightly and ineptly planned buildings; weak and ineffective school districts; gross neglect of under-privileged groups; or any manner of paying for education which does not give fair opportunity to all."

National Education Association officials who were invited by Mrs. Roosevelt to hold their two-day conference at the White House, said they hoped ultimately to have the completed charter to hang in every rural school in the country.

Exodus from High School Has Been Checked

PHILADELPHIA.—Reversing a trend that began when this country entered the war and jobs became plentiful, the high school enrollment has stopped its downward spiral. Fewer boys and girls are leaving the classroom to go into industry. For the first time in three years, the tremendous exodus of students from the nation's secondary schools has been checked.

Since 1941, however, well over 1,000,000 boys and girls left the classroom, causing the total enrollment to drop from 7,000,000 to 6,000,000. Many States reported that 15, 16 and 17-year-old boys left school to take "dead-end" jobs; educators were concerned lest the end of the war find these boys in serious economic condition, unable to compete with their classmates who had completed their schooling.

A survey made of secondary schools in representative sections of the country indicates that this campaign has proved successful. High school enrollment has either gone up or the decrease in other instances is not so high as anticipated. Many cities report the first increase since 1941.

N.E.A. Probes Chicago Schools

CHICAGO.—An investigation of the Chicago public school system is being made by the National Education Association's democracy commission. It is expected to be completed in from three to five months. An investigating committee of representative members of the educational profession from outside the State has been appointed to make an impartial, non-partisan inquiry and public report, Dr. Donald DuShane, secretary, announced. This commission recently investigated political interference in the New York City schools.

Colleges Still Face Financial Worries

CINCINNATI. — American colleges and universities this fall show substantial increases in civilian enrollments, compared with registration a year ago, although many of these institutions still face considerable financial peril, according to a survey of 454 colleges conducted by President Raymond Walters of the University of Cincinnati. These gains are explained by larger freshmen classes and more women.

Despite increased enrollments, the colleges and universities appear to be in trouble, as the departure of last year's soldier-students has meant a loss in instructional payment from the Federal Government. Many of the small approved colleges which managed to get through the past year without closing their doors may find the financial pressure worse this year.

State Universities Will Use More Radio

WASHINGTON. — Intensive use of radio for educational purposes through 35 state university FM stations, statewide school radiocasts and a worldwide university of the air have been predicted at Federal Communications Commission hearings.

Today only 12 state universities have standard radiocasting stations, but according to Dr. Howard L. Bevis of Ohio State University, representing the National Association of State Universities, 35 are now "actively considering the matter or have already applied for a construction permit."

Plans for state and regional use of FM educational radiocasting were described to the Commission by education officials of Maryland, Ohio, Michigan, and New England.

G. I. University Carries Education to Jungle

SOUTHWEST PACIFIC. — Located on a hill at the jungle's edge and overlooking an airstrip which was the recent object of attack and counter-attack by American and Japanese forces, a "G. I. University" is in operation, numbering among its faculty Capt. Henry B. Elkind, Jr., of Holyoke, graduate of Massachusetts State College, and commanding officer of a quartermaster company.

Organized to "counteract the monotony and restlessness" of servicemen on a Southwest Pacific Island, more than 1,000 men of the 14th Army Corps and supporting forces have already enrolled. Founder and commandant of the university, which is an off-duty activity, is Major Earle P. Schouten of San Rafael, Calif., who also conducts a course in investment fundamentals.

Captain Elkind is on the staff of the department of mathematics which takes care of many of the studies, as mathematics is a "must" for many of the most popular technical and professional courses. The curriculum of the university is co-ordinated with the correspondence courses of the United States Armed Forces Institute.

Some idea of the scope of the program and the ingenuity of the American fighting men who set it up thousands of miles from the continental United States can be seen from the subjects in which instruction is available. They include government, music, English, mathematics, education, forestry, soil conservation, natural science, Diesel engines, speech, drama, business law, radio repair and maintenance, postal procedures, investment securities, and modern European history.

Course are conducted on three educational levels: college, high school and trade school. Textbooks are used when they are available, otherwise courses are conducted by lecture, discussion, demonstration and practical work.

Teachers Exhorted To Take Peace Lead

EASTON, PA. — With the assertion that lasting peace is the most important issue before us, educators and representatives of peace groups, meeting at the Lafayette College Institute, called upon America's 1,000,000 teachers to take the lead in winning public support for the Dumbarton Oaks program.

Unless an effective United Nations organization is adopted at once, speakers warned, the teachers may see their students march off to war for the third time in our generation. To avoid this possibility, educators were urged to become the advance guard in a campaign to give every citizen of the land a proper understanding of the proposals for world security and peace.

Sponsored by twelve national organizations working for a permanent peace, the institute brought together experts who have been associated for many years with religious or international movements. Prominent educators and civic leaders participated in the three-day conference.

Financial Aid For Agriculture Students

KANSAS CITY, MO.—Education of deserving students of vocational agriculture and establishment of vocational agriculture graduates under 30 years old in farming would be financed by an organization proposed in connection with the National Future Farmers of America convention.

Dr. W. T. Spanton, chief of the Agriculture Education Service of the U. S. Department of Education and a national adviser to the F.F.A., presented the plan before a group of 50 agricultural editors, business and industrial representatives and members of the Agriculture Education Service.

Army Language Program Weighed at Michigan

ANN ARBOR, MICH. — Martin L. Niehuss, Michigan's co-ordinator of emergency training, believes that the Army and the university should share credit for the success of war-time foreign language courses. He attributes this success to three factors: long hours of study, use of the spoken method, and the work of the English Language Institute.

The use of the spoken method resulted from a system developed at the International Center during the last 25 years. Courses by H. Raleigh Nelson, in which the non-English-speaking foreign student could participate in wholly conversational classes, contributed data of value in handling military training.

The English Language Institute, giving a two-month, intensive course to every Latin-American government scholarship student, has made studies of English, Spanish and Portuguese, analyzing tone flow. Director Charles C. Fries notes that extroverts, less self-conscious about pronunciation than introverts, do best.

Dr. Joseph K. Yamagiwa, director of Michigan's Japanese courses, hopes that the post-war curriculum will continue to provide for long study hours. "The old fiction that Americans are unable to learn another language," he said, "grew up because at no time in the past did large numbers of them want to acquire another tongue."

Boston School Set-up Flayed in Report

BOSTON.—The Boston school committee has degenerated into "a political proving ground and springboard" and unless it is abolished in favor of a new type of board persons motivated by political ambitions will be directing the public education of the city's youth, the Boston finance commission was told in the first of eight reports on the $65,000 survey headed by Dr. George E. Strayer of New York, school administration authority.

Dr. Strayer's staff of 26 educators probed the Boston school system and turned in a comprehensive report consisting of 1,700 mimeographed pages.

The Strayer plan is for the Mayor to appoint members of the committee from a list of eligibles supplied by a nominating committee of citizens of the city and the state.

The report recommended abolishing the Board of Schoolhouse Commissioners. It put great emphasis on the necessity of giving the Superintendent of Schools executive authority in fact as well as name.

The survey emphasized the need of streamlining and unifying the administration of the whole system, which, it declared, "offers an example of multiplication of administrative agents and agencies that is probably not equaled in any school system in the United States."

One responsible head instead of four to administer the business affairs of the Boston schools was proposed in the interests of economy and efficiency. At present they are carried on by four independent departments in five separate offices.

Establishment of a juvenile adjustment clinic and the transfer of 3000 pupils from the seventh and eighth grades of the elementary schools to the intermediate schools were among the two-score recommendations contained in the third report.

Physically handicapped children in the Boston school department's orbit receive many advantages; mental defectives do not, the report stated.

Boston's public elementary schools, which 70 per cent of the young children in the city attend, were labelled "excessively weighted toward uniformity and rigidity," deficient in achievement in arithmetic, and indifferent to an age of science.

Although "there is probably no community in the United States that has such a plethora and variety of resources as potential aides to the instructional program of the school as Boston," the educators found that Boston schools were ignoring these resources as a means for enriching their programs. Even the Boston Public Library is cold-shouldered, it found, except in two school districts where the library brings some books in each week but where children are rushed through the room and have no opportunity to browse.

The report favored abolition of the board of commissioners of school buildings and that its functions be taken over by the school committee. Poor lighting, antiquated buildings, and fire hazards were also mentioned.

Rochester Schools Plan Curriculum Revision

ROCHESTER, N. Y.—In an effort to solve the many problems of the high school curriculum and to modernize it to meet the changing needs of students, a cooperative study has been begun by the Rochester public high schools in conjunction with the University of Rochester. The enterprise has been given general approval by the State Education Department at Albany.

More than forty high school principals, coordinators, supervisors and teachers are now working intensively on the project, and others will be added as the work progresses and special topics are developed. During the present academic year curriculum experts chosen on a nation-wide basis will come to Rochester to discuss special aspects or special problems connected with the secondary curriculum.

At the end of the year, this group and others will participate in a summer workshop dealing with the secondary school curriculum. Steps are now being taken to select and appoint a director of the workshop. One of the most serious problems is the great increase in the number of compulsory courses students must take under State Education Department and college entrance requirements. The number of required high school courses has been increased gradually until they now constitute over half the total high school curriculum not only for the students who plan to continue their education beyond high school, but for all students.

"In theory, the high school program can be adapted to the interests of the students by a minimum number of required subjects and a maximum number of elective courses," Dean Earl B. Taylor of the University of Rochester explained. "Actually, with the large number of required courses, there is not time enough left for many of the other studies essential to the kind of general education our students should have. It is very difficult, for example, to find room for music, art, industrial arts, or an elective modern foreign language.

Dr. A. H. Meneely 3d Wheaton President

NORTON, MASS.—Prominent educators and many alumnae gathered in this picturesque New England town and honored Wheaton College on the occasion of its 110th anniversary and participated in the inauguration of its third president since it became a college, Dr. Alexander Howard Meneely.

In the red-bricked Cole Memorial Chapel, Dr. Meneely delivered his inaugural address in simple, forceful style. He advocated a liberal education for youth as a safeguard for the future and pleaded for continued support of schools after the war.

News Course Recommended

PITTSBUGH—A course in newspaper reading habits should be given in every high school and college, Prof. Franklin Banner, head of the Department of Journalism at Pennsylvania State College, declared recently.

Speaking at a western Pennsylvania Education Association meeting, Professor Banner said: "If intelligent citizenship is to be encouraged, current news should be a daily assignment.

"A good newspaper is an excellent text of current history and contains accounts of the development of all arts and [natural] sciences. It stimulates interest in local government and local institutions and provides the necessary incentive for the growth of community consciousness in the young."

Gambling Enters College Curriculum

NEW YORK.—City College was revealed recently as a hotbed of poker-playing, coin-matching and dice-shooting, but no one was very concerned about it. The weapons of chance were being used in a course in advanced statistics. If the lessons don't come in handy one way, they may another.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912, and March 3, 1933, of The Journal of Education, published monthly, September to May, at Boston, Massachusetts, for October 1, 1944.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—New England Publishing Company, 6 Park Street, Boston, Mass.

Editor—Anson W. Belding, 277 School Street, Watertown, Mass.

2. That the owner is (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of the stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member must be given.)

New England Publishing Company, 6 Park Street, Boston, Mass.

Anson W. Belding, 277 School Street, Watertown, Mass.

Isobel R. Lay, 391 Broadway, Winter Hill, Mass.

Mrs. Mary M. Belding, 277 School Street, Watertown, Mass.

Harrison Meserve, 25 Puritan Road, Newton Highlands, Mass.

Laurence L. Winship, South Sudbury, Mass.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, and other securities are: (If there are none, so state.) none.

4. That the two paragraphs next above, giving the names of the owners, stockholders, if any, contain not only the list of the stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 4th day of October, 1944.

KATHRYN R. KEHOE, Notary Public.

My commission expires June 26, 1947.

The finest "BOOK REVIEWS" *ever written are orders from such schools as:*

Webster, Tex., High School . . . Lodi, Calif., High School . . . Tulsa, Okla., Board of Education . . . Drum Hill Junior High School, Peekskill, N. Y. . . . Kalamazoo, Mich., Board of Education . . . Chandler Junior High School, Richmond, Va. . . . Mitchell, S. D., Board of Education . . . Plainfield, N. J., Board of Education . . . Chanute, Kan., Junior High School. . . Frankfort, Ky., High School . . . Park School, Snyder, N. Y. . . . Richmond, Ind., Board of Education . . . Junior High School 101, New York City . . . Maryland Park High School, Seat Pleasant, Md. . . . Clanton, Ala., County Training School . . . Mitchell School, Kingston, N. Y. . . . School District No. 3, King County, Kent, Wash. . . . Delane, Calif., High School . . . Troy, N. Y., Board of Education . . . School District No. 1, Canon City, Colo. . . . Washington Junior High School, Mt. Vernon, N. Y. . . . Bath, Me., Board of Education . . . Bloomfield, N. J., Junior High School . . . Oswego, N. Y., High School . . . Peck School, Barrington, R. I.

The above schools are just a random few of those whose quantity orders have been flowing in every month of the school year since SOCIAL-STUDIES SKILLS was published. They come from every state in the Union, from large-city schools and rural schools, from progressive and conservative schools. They come from any school that wishes to improve the social-studies work of its pupils through the use of an excellent, inexpensive teaching aid like SOCIAL-STUDIES SKILLS.

Plan now to order classroom sets for the new school year. If you haven't a personal copy, order one today for 30-day free examination.

Social-Studies Skills

with Individual Self-Testing Key

By FORREST E. LONG and HELEN HALTER

Directions, Practice Materials, Tests, and Retests on 20 skills:

1. How to Use Parliamentary Procedure
2. How to Understand Social-Studies Reading
3. How to Use an Encyclopedia
4. How to Make an Honest Report
5. How to Use a Dictionary
6. How to Use a Map
7. How to Use an Atlas
8. How to Do Committee Work
9. How to Take Part in a Social Studies Discussion
10. How to Use the Library Card Catalog
11. How to Use an Index
12. How to Use the *World Almanac*
13. How to Locate References on a Topic
14. How to Read Simple Graphs
15. How to Read Pictorial Maps and Graphs
16. How to Understand Percentages, Estimates and Figures.
17. How to Outline Social-Studies Material
18. How to Prepare a Good Report
19. How to Give an Oral Report
20. How to Make a Written Report

30-day approval—List price $1.50

Net professional price, with key, $1.20

4-29 copies, including keys, $1.05 each, net

30 or more copies, 90¢ net each, keys 5¢ each

INOR Publishing Co.

207 Fourth Ave.
New York 3